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ABSTRACT

The guide is arranged in vertical columns relating curriculum concepts in American history to curriculum performance objectives, career concepts and career performance objectives, teaching methods, and resource materials. The three quarter course also presents occupational information on 61 different occupations including job duties, educational requirements, salary range, and employment opportunities. Space is provided for teachers' notes which will be useful when the guide is revised. Appendixes list teaching-learning activities; career development concepts; presidents of the U. S.; government related organization charts; selected references; organizations, periodicals, and references for career information, and audio-visual source information. (AG)

AMERICAN GOVERNMENT

Career - Curriculum Guide

CAREER EDUCATION CENTER

HARLANDALE INDEPENDENT SCHOOL DISTRICT
3706 ROOSEVELT
SAN ANTONIO, TEXAS 78214

careers

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CAREER EDUCATION CENTER

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HARLANDALE INDEPENDENT SCHOOL DISTRICT

SAN ANTONIO, TEXAS

AMERICAN GOVERNMENT

CURRICULUM GUIDE

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Harlandale Independent School District
San Antonio, Texas

A C K N O W L E D G E M E N T S

Appreciation is expressed to the following teacher who contributed to the research and development of this curriculum guide.

Mr. William D. Witter

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Preface

Meaningful existence is the goal of life in today's world. Living takes on meaning when it produces a sense of self-satisfaction. The primary task of education must be to provide each individual with skills necessary to reach his goal.

When children enter school, they bring with them natural inquisitiveness concerning the world around them. Normal curiosity can be the nucleus which links reality to formal training if it is properly developed. A sense of continuity must be established which places education in the correct perspective. Communities must become classrooms and teachers resource persons. Skills such as listening, problem solving, following directions, independent thinking and rational judgement then can merge into daily living procedures.

In classrooms especially designed to form a bridge between school and the world of work, experiences must be developed. On campus performance in job tasks and skills, following a planned sequence of onsite visitation, will fuse information into reality. Practical relationships developed with those outside the formal school setting will provide an invaluable carry-over of learned skills.

Search for a rewarding life vocation is never easy. Without preparation it becomes a game of chance. With a deliberate, sequential, and planned program of development, decisions can be made based upon informed and educated judgements.

A full range career education program, K-12, will offer opportunities for participants to enter employment immediately upon completion of training, post secondary vocational-technical education, and/or a four-year college career preparatory program.

C. N. Boggess

C. N. Boggess, Superintendent
Harlandale Independent School District

The Career Education Project has been conducted in compliance with the Civil Rights Act of 1964 and is funded by a grant from the U. S. Office of Education and the Texas Education Agency.

P H I L O S O P H Y

The philosophy of the Harlandale Independent School District is that the student's mental and moral values are of supreme importance.

The philosophy of Career Education is to restore dignity to the word work. Social studies in the Harlandale district is the means by which these two are achieved. The student realizes that service to others, self-respect, and pride in finishing a job is the pathway to happiness.

As the student explores the society of which he is a part, he is led to develop and test orderly explanations of human behavior and his relationships to the physical and cultural environment.

In social studies, the student develops a reverence and appreciation for the heritage left him by the people who made the great American dream possible.

In the social studies, if nowhere else, the consideration of the student's development and mental health, within the purview of the meanings of civilization, is paramount. The student is of supreme moral worth.

Hardy D. Cannon
Social Studies Department Chairman
Harlandale Independent School District

WHAT IS HISTORY?

"History is past politics, and politics present history." --Sir John Robert Seeley

"Man has no nature, what he has is ... history." --Jose Ortega y Gasset

"The worst possible enemy to society is the man who ... is cut loose in his standards of judgment from the past; and universities which train men to use their minds without carefully establishing the connection of their thought with that of the past, are instruments of social destruction." --
Woodrow Wilson

"Fellow-citizens, we cannot escape history." --Abraham Lincoln

"The history of the world is but the biography of great men." --Thomas Carlyle

"No man is fit to be entrusted with the control of the present, who is ignorant of the past, and no People who are indifferent to their past need hope to make their future great."--Anon.

"Human history is in essence a history of ideas." -- H. G. Wells

"History is the memory of things said and done." -- Carl L. Becker

"I shall be content if those shall pronounce my history useful who wish to be given a view of events as they really happened, and as they are very likely to repeat themselves." --Thucydides

"The use of history is to give value to the present hour and its duty." --Ralph Waldo Emerson

"To enable man to understand the society of the past and to increase his mastery over the society of the present is the dual function of history." --Edward H. Carr

"When experience is not retained, as among savages, infancy is perpetual. Those who cannot remember the past are condemned to repeat it." --George Santayana

"We may gather out of history a policy no less wise than eternal; by the comparison and application of other men's forepassed miseries with our own like errors and ill deservings." --Sir Walter Raleigh

"To be ignorant of what happened before you were born is to be ever a child. For what is man's lifetime unless the memory of past events is woven with those of earlier times?" --Cicero

"History by apprising them (men) of the past, will enable them to judge the future ... it will qualify them as judges of the actions and designs of men." --Thomas Jefferson

Dear Teacher,

This guide is intended to be a "tool" for you to use, draw from, and then add to as you wish throughout the year. The column entitled "teacher's comments" is for you to write comments or make additions to the guide. Additional pages may be inserted if necessary. At the end of this school year, this guide will be returned to the Career Education Center. After reading your comments and suggestions for additions, a new guide will be written. We want this guide to be useful to you and will need your suggestions for revision.

During the school year, please contact me at the Career Education Center if I can help you in any way.

Karla Galindo
Social Studies Consultant,
Career Education Center
924-8272 or 922-3841

A M E R I C A N G O V E R N M E N T

(a three quarter course)

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THEORIES OF STATE AND GOVERNMENT - Origins - Functions - Definitions - Classifications	The student should be able to perform the following activities: 1. Name six elements necessary to the state. 2. In a three page paper, explain the four theories of government. 3. List the four theories of the functions of the state. 4. Name the four classifications for governments. 5. Briefly define the terms <u>government</u> and <u>state</u>.	CONCEPT: In the totalitarian theory of government, freedom of the press is strictly curtailed. In the United States we have a free press which offers many job opportunities to young people. One of these is newspaper reporting. OBJECTIVE: The student should be able to name some special qualities needed in order to be a newspaper reporter.	NEWSPAPER REPORTER: 1. Reporters gather information, take notes, write news stories, interview individuals, etc. 2. A college degree in journalism or liberal arts is preferred. 3. Salaries usually range from $5,200 to $16,000 yearly. The very top may make up to $100,000 yearly. 4. The employment outlook in this field is excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct a chart comparing the following: Divine Right Theory, Governmental Contract Theory, Force Theory, and Evolutionary Theory. 2. Have the students debate the value of the following: Anarchistic Theory, Individualistic Theory, Totalitarian Theory, and Collectivest Theory. 3. Have the students construct a time-line of the origins of constitutions. CAREER: 1. Arrange for a newspaper reporter to speak to the class about his work.	CURRICULUM: 1. Harlandale Audio-Visual Center: 16mm film- 16-481 Defining Democracy record- PR-592 Caedman Record Education Sampler, side 2: Alexis de Tocqueville: Democracy in America CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 216 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Newspaper Guild 1126 16th Street, N.W. Washington, D.C. 20036 3. Harlandale Audio-Visual Center: cassette tape- Cas.T.-44 Reporter magnetic tapes- Mag.T.-263 Your Future as a Newspaper Reporter Mag.T. Newspaper Reporter	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
ENGLISH AND COLONIAL BACK-GROUND - Charter - Governor - Council - Assembly - Judiciary - Local government - British control of the American Colonies - Attempts at union	The student should be able to perform the following activities: 1. List at least four provisions of colonial charters. 2. List at least three duties of colonial governors. 3. Briefly explain the purpose of the colonial council and the colonial assembly. 4. In a paragraph explain how the colonial judiciary was organized. 5. Name two early colonial attempts at union.	CONCEPT: The colonial judiciary provided for a number of job opportunities. One promising position in our judiciary system today is a court reporter. OBJECTIVE: The student should be able to name at least two job responsibilities of court reporters.	COURT REPORTER: 1. A court reporter records examination, testimony, judicial opinions, judges charge to the jury, judgement on sentence of the court, or other proceedings in a court of law. This is done manually or with a shorthand machine. The court reporter reads portions of the transcript during a trial on the judge's request. He also asks speakers to clarify inaudible statements. He transcribes recorded material using a typewriter or dictates material into a recording machine. 2. Salaries usually range from $100 to $250 weekly. 3. Employment opportunities in this field are good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct a chart of the structure and functions of a colonial charter. 2. Have the students prepare reports on the colonies attempts at self determination. 3. Have the students debate the English position on her colonial holdings. 4. Have the students construct their own colonial charters. CAREER: 1. Ask a court reporter to speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films- 8800 Magna Carta, Part I 8801 Magna Carta, Part II 8076 Colonial America in the Eighteenth Century 2. Harlandale Audio-Visual Center: 16mm film- 16-332 Our Living Declaration of Independance CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 93 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: National Shorthand Reporters Association 25 West Maine Street Madison , Wisconsin 53703	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
FIRST STATE AND NATIONAL GOVERNMENTS - Early state governments - Articles of Confederation - Failure of confederation - Movement for revision - Annapolis Convention	The student should be able to perform the following activities: 1. In a two page paper, explain why early state governments were reactionary. 2. List at least three concepts included in the early state constitution. 3. List the characteristics of the Articles of Confederation. 4. In a two page paper, explain why the Articles of Confederation failed. 5. Briefly explain what transpired at the Annapolis Convention.	CONCEPT: One of the weaknesses of the Articles of Confederation was that the federal government could not levy taxes. The federal government now has this power and Internal Revenue Agents work in this field. OBJECTIVE: The student should be able to name at least two attributes necessary for an Internal Revenue Agent.	INTERNAL REVENUE AGENTS: 1. Internal Revenue agents examine and audit taxpayers' tax returns. They may investigate further to determine tax liability or to uncover errors or fraud. 2. A college degree with a major in accounting or in a related field is necessary for this job. 3. Salaries range from about $8,500 to $31,500 a year. 4. The employment opportunities in this field are good. There are between 1500 and 2000 openings each year. The IRS is part of the United States Treasury Department.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct a chart showing the structure of early state governments. 2. Have the students read the Articles of Confederation. 3. Have the students offer proposals for saving the Articles of Confederation. 4. Have the students hold their own Annapolis Convention. CAREER: 1. Ask an IRS agent to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 2035 Constitution: One Nation, Part I and II CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 335 Dictionary of Occupational Titles Occupational Outlook Handbook 2. San Antonio Public Library: 16mm film- T-Men of the Treasury Department 3. Write to: Internal Revenue Service Department of the Treasury Washington, D.C. 20224	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE CONSTITUTIONAL CONVENTION - Leaders - Political philosophy - Economic interests - Organization and procedure - Proposals considered - Compromises	The student should be able to perform the following activities: 1. Name the English documents which influenced the structure and ideas in the Constitution. 2. List the characteristics of each of the following: Virginia Plan, Pinckney Plan, and New Jersey Plan. 3. In a two page paper, describe the following compromises: Connecticut, Three-fifths, and Commerce Clause.	CONCEPT: Economic viewpoints played an important part at the Constitutional Convention. Many career opportunities are available in the field of economics. OBJECTIVE: The student should be able to name two areas of specialization for economists.	ECONOMISTS: 1. Economists study conditions affecting production, distribution, and consumption of goods and services. They may specialize in fiscal, labor, agricultural, industrial, or social economics. They may also compile and aanalyze data, teach, do research, or serve as consultants. 2. A bachelor's degree in economics is the minimum requirement for positions in this field. 3. Salaries range usually from $15,000 to $23,000 + a year. 4. There are about 20,000 people in the United States employed as economists. About fifteen per cent of these are women. The opportunities in this field are good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct a chart tracing the influences of English documents on our convention. 2. Have the students debate each of the proposals at the convention. 3. Have the students debate each of the compromises proposed at the convention. 4. Have the students read biographies of of the leaders of the Constitutional Convention. CAREER: 1. Ask an economist to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 2035 Constitution: One Nation, Part I and II CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 79 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Education Service Center, Region 20: 16mm film- 4957 Economics: It's Elementary 3. Write to: American Economic Association 629 Noyes Street Evanston, Illinois 60201 4. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Economist	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
RATIFICATION OF THE CONSTITUTION - Opposition - Support - Federalist Papers	The student should be able to perform the following activities: 1. Name the authors of the Federalist Papers. 2. In a two page paper, summarize the opposition to the Constitution. 3. In a two page paper, summarize the support of the Constitution. 4. Write a one page critique of the Federalist Papers.	CONCEPT: Writing was not the primary career field of the men who wrote the Federalist Papers. Today most writers also do other types of work. OBJECTIVE: The student should be able to list four areas of knowledge and ability in which a writer should be proficient. Examples: grammar, spelling, sentence structure, etc.	FREE-LANCE WRITER: 1. A general educational background is an asset to any writer. A good knowledge of grammar, spelling and typing are almost essential. 2. The earnings for free-lance writing are uncertain. 3. There are apporximately 30,000 professional free-lance writers in the United States. The competition in this field is very keen.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students debate the the ratification of the Constitution. 2. Have the students read selected Federalist Papers. 3. Have the students read biographies of the authors of the Federalist Papers. 4. Have some of the students design a bulletin board around the theme "The Authors of the Federalist Papers." CAREER: 1. Ask a writer to speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 2035 Constitution: One Nation, Part I and II CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 275 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Education Service Center, Region 20: 16mm film- 2351 The Story of a Writer 3. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Technical Writers	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CONSTITUTION AND ITS PRINCIPLES - Federalism - Separation of Powers - Limited Federal Government - Popular Sovereignty - Concurrent Powers - Supremacy of National Government - Judicial Review - National responsibilities of the states - Restraints imposed on states - Relationship among states - Methods of constitutional growth	The student should be able to perform the following activities: 1. Define federalism. 2. List the three branches of the federal government and give the functions of each. 3. List the restraints placed upon the states. 4. List and describe the methods of amending the Constitution. 5. Define the term popular sovereignty.	CONCEPT: The theories of political scientists from throughout the ages affected the writing of the Constitution. OBJECTIVE: The student should be able to explain the type of work done by political scientists.	POLITICAL SCIENTIST: 1. Political scientists study government - what it is and does, how it operates, and how it affects the governed at every level. They analyze patterns and sources of political power, study domestic and foreign affairs, and collect and analyze facts. 2. A political scientist usually holds a master's degree in political science, international relations, or public administration. A Ph.D. is highly desirable. 3. Most college professors of political science earn from $8,000 to $15,000 + a year. The salary in government jobs is somewhat higher. 4. There are about 15,000 political scientists in the United States.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct a chart of the federal government structure. 2. Have the students construct a chart of the checks and balances within the federal government. 3. Have the students debate the "elastic clause." 4. Have the students design a bulletin board on the "Constitution of the United States." CAREER: 1. Ask a political scientist to visit the class to discuss his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films- 2038 Constitution: With Liberty and Justice For All, Part I and II 2037 Constitution: One Nation Indivisible, Part I and II 2. Harlandale Audio-Visual Center: 16mm film- 16-426 Government and Law magnetic tape- Living Constitution of the United States CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 366 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Political Science Association 1527 New Hampshire Avenue, N.W. Washington, D.C. 20036 3. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Political Scientists	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
PROTECTION OF RIGHTS - Bill of Rights - Gereral rule - Personal rights - Procedural rights - Property protection - Leading principles	The student should be able to perform the following activities: 1. List the protections under the Bill of Rights. 2. List the rights which protect an individual's property. 3. In a two page paper, summarize the principles of the Constitution in relation to individual rights. 4. Briefly explain the term procedural rights.	CONCEPT: One of the basic rights is freedom of religion. There are many career opportunities in this area. One of these is a clergyman. OBJECTIVE: The student should be able to name at least fifteen religious denominations in San Antonio.	CLERGYMEN: 1. The modern clergyman has a variety of duties to perform. The religious leader of today almost has to be involved in modern life. 2. There are more than 300,000 clergymen in the United States. This includes about 6,000 Jewish rabbis, 59,000 Roman Catholic priests, and 240,000 Protestant ministers. 3. Today there is a shortage of clergymen in almost all faiths. This shortage is expected to continue through the 1970's.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students read the Bill of Rights. 2. Have the students debate the value of the Bill of Rights as an addition to the Constitution. 3. Have the students make a chart showing the major Supreme Court decisions which deal with the protection of individual rights. CAREER: 1. Have each student research the history of the denomination of his choice.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films- 2361 Search and Privacy 8667 Bill of Rights in Action - Freedom of Speech 8666 Bill of Rights in Action - Story of a Trial 2368 Freedom to Speak - People of New York vs. Irving Feiner 8877 The Great Rights 2359 Interrogation and Counsel 2360 Justice, Liberty and Law 2362 Speech and Protest 2. Harlandale Audio-Visual Center: record- PR-125 Heritage USA, Bill of Rights filmstrips- K-7-K-10 Citizenship (series) L-37-L-43 Nature of Democracy (series) CAREER: 1. Harlandale Audio-Visual Center: cassette tape- Cas.T.-33 Minister 2. School Counselor or Librarian: SRA Occupational Brief # 67 Dictionary of Occuptional Titles Occupational Outlook Handbook 3. Write to: National Center for Church Vocations 1307 South Wabash Avenue, N.W. Chicago, Illinois 60605	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
GROWTH OF THE CONSTITUTION - Amendments - Ratification procedure - Development by state - Development by judicial - Development by interpretation - Influence of political parties - Influence of the presidency - Development by custom	The student should be able to perform the following activities: 1. List and define each of the constitutional amendments. 2. In a one page paper, describe the ratification of the Constitution. 3. In a two page paper, describe the influence of political parties on the Constitution. 4. Write a two page paper discussing judicial interpretation of the Constitution.	CONCEPT: The Constitution changes through judicial decisions. Law clerks are an important part of the judicial system. OBJECTIVE: The student should be able to explain the type of work done by a law clerk.	LAW CLERK: 1. A law clerk researches legal data for a brief or argument based on statutory law or decisions. He searches for and studies legal records and documents to obtain data applicable to the case under consideration. He prepares rough drafts of briefs or arguments.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students read and interpret each constitutional amendment. 2. Have the students debate the value of political parties. 3. Have the students role play the President during this period. 4. Have each student construct a chart showing when and why each amendment to the Constitution was passed. CAREER: 1. Ask a law clerk to speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8086 Constitution - Guardian of Liberty CAREER: 1. School Counselor or Librarian: Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Bar Association 1155 East 60th Street Chicago, Illinois 60637	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE PRESIDENCY - Qualifications - Term of office - Privileges and immunities - Vice-President - Future eligibility - Removal - Succession	The student should be able to perform the following activities: 1. List the qualifications for the presidency. 2. In a one page paper, summarize the priviliges and immunities of the President and Vice President. 3. In a one page paper, trace briefly the steps toward the removal of the President. 4. Briefly explain the amendment which provides for succession to the presidency.	CONCEPT: The job of the President of the United States is similar in many ways to a president of a company. OBJECTIVE: The student should be able to explain the type of work done by a company president.	PRESIDENT: 1. As head administrator of a business organization, he develops and administers policies of organization in accordance with the corporation charter. He establishes operating objectives and policies for the firm and coordinates plans to insure the effective flow of work between divisions.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students debate the qualifications and term of office of the presidency. 2. Have the students construct a chart of succession in case of the death of the chief executive. 3. Have the students debate the right of succession of the President and its limitations. CAREER: 1. Ask a company president to speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films- 2005 Age of Kennedy - The Presidency 8712 The Presidency - Crisis in Office 2. San Antonio Public Library: 16mm film- The American Presidency 3. Harlandale Audio-Visual Center: filmstrip- M-87 Our President CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 95 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Management Association 135 West 50th Street New York, New York 10020	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE PRESIDENT: NOMINATION AND ELECTION - Nomination process - National Convention - The vote - The electoral college - Inauguration	The student should be able to perform the following activities: 1. In a two page paper, describe the nominating procedure. 2. List and describe the four major committees of the Convention. 3. In a three page paper, describe the electorial college. 4. In a two page paper, describe the procedures of the inauguration of the President.	CONCEPT: In the election process, there are a number of job opportunities available. One of these is the election procedures adviser. OBJECTIVE: The student should be able to explain the type of work done by an election procedures adviser.	ELECTION PROCEDURES ADVISER: 1. An election procedures adviser directs compliance with official election procedure throughout the state and recommends procedural changes to improve efficiency and equality of voting. He participates in training election workers and advising local election officials prior to an election.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct a chart tracing the nomination of a presidential candidate. 2. Have the students debate the electoral college and offer alternatives. 3. Have the students describe the itinerary of the President on inauguration day. CAREER: 1. Ask an election procedures advisor to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films- 8452 White House Story, Part I 8453 White House Story, Part II 8454 White House Story, Part III 2199 True Story of an Election 2. San Antonio Public Library: 16mm films- The First Tuesday After the First Monday Democracy in Action CAREER: 1. School Counselor or Librarian: Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
POWERS OF THE PRESIDENT - Appointment - Removal - Administration supervisor - Law enforcement - Military - Foreign relations - Pardon and reprieve - State of the Union Message - Veto - Special session - Budget - Ordinance making - Proposals through cabinet offices and conferences - Use of party agencies	The student should be able to perform the following activities: 1. List ten powers of the President. 2. In a one page paper, describe the value of a State of the Union Message. 3. Briefly explain the military powers of the President. 4. In a one page paper, explain how the President uses the power of pardon and reprieve. 5. Explain the veto power of the President in a one page paper.	CONCEPT: Although the President directs the budget, he has a budget officer to coordinate all the budget activities. OBJECTIVE: The student should be able to explain the type of work done by a budget officer.	BUDGET OFFICER: 1. A budget officer directs and coordinates the formulation and presentation of budgets for controlling funds to implement program objectives of government organization. He directs the compilation of date based on statistical studies to justify the funds requested. He also testifies regarding proposed budgets before examining and funding authorities to gain support for estimated budget needs.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students prepare short reports on the powers and responsibilities of the President. 2. Have the students outline a selected State of the Union Message. 3. Have the students construct a chart showing "weak" Presidents and "strong" Presidents. 4. Have each student research a selected President's use of his military power while in office. CAREER: 1. Ask a budget officer to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8167 Growth of American Foreign Policy 2. Harlandale Audio-Visual Center: 16mm film- 16-460 White House: Past and Present CAREER: 1. School Counselor or Librarian: Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
EXECUTIVE OFFICE OF THE PRESIDENT - White House Office - Bureau of the Budget - Council of Economic Advisors - National Security Council - Office of Science and Technology - Office of Emergency Planning	The student should be able to perform the following activities: 1. List each of the agencies of the Executive Office of the President. 2. Define the functions of each of the agencies. 3. In a two page paper, discuss the important contributions made by executive agencies. 4. Name the positions in the White House Office.	CONCEPT: The White House office staff is composed of many secretaries. OBJECTIVE: The student should be able to explain the type of work done by secretaries.	SECRETARIES: 1. Secretaries take notes and dictation, transcribe, type letters and reports, greet callers, answer the telephone, schedule appointments, read and sort mail, file, keep records, etc. 2. At least a high school education is necessary. 3. Salaries usually range from $3,500 to $7,500 yearly. 4. There are about 1.5 million secretaries in the United States. Less than five per cent of these are men. 5. The employment opportunities in this field are good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct a chart of the executive agencies and their functions. 2. Have the students prepare written reports on each agency. 3. Have the students write letters to each agency concerning current programs. 4. Have some of the students design a bulletin board on the Executive Office of the President. CAREER: 1. Ask a secretary to speak to the class.	CURRICULUM: 1. Harlandale Audio-Visual Center: filmstrip- M-4 Executive Departments and Agencies CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 19 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: National Secretaries Association Suite 410, 1103 Grand Avenue Kansas City, Missouri 64106 3. Harlandale Audio-Visual Center: cassette tape- Cas.T.-43 Secretary	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE PRESIDENT'S CABINET - Background - Purpose - Department heads	The student should be able to perform the following activities: 1. In a two page paper, summarize the development of the President's Cabinet. 2. List the responsibilities of each cabinet position. 3. List each of the cabinet positions. 4. Name each of the current department heads and the position they hold.	CONCEPT: The cabinet position most recently eliminated was the Post Office Department. It is now United States Postal Service. There are many job opportunities in the United States Postal Service. OBJECTIVE: The student should be able to explain the type of work done by mailmen and postal clerks.	POSTAL SERVICE WORKERS: 1. The mailman and the postal clerk are the two most familiar postal service positions. 2. In 1971, there were more than 730,000 postal service workers. Of this number, nineteen per cent were women. 3. Applicants for postal service jobs must be eighteen years of age, be a citizen of the United States, and pass a Civil Service Examination. 4. The outlook for job opportunities in this field is good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct a chart of the functions of each cabinet position. 2. Have the students present biographical sketches of each Secretary within the present cabinet. 3. Have the students write each department and request material to be placed in a notebook. CAREER: 1. Ask a postal service worker to speak to the class.	CURRICULUM: 1. Harlandale Audio-Visual Center: filmstrip- M-4 Executive Department and Agencies CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 263 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Harlandale Audio-Visual Center: filmstrip- T-84 The Post Office and Postal Workers magnetic tapes- Mag.T. Your Future in the Postal Service Mag.T. Mail Carriers Mag.T. Postal Clerks	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE DEPARTMENT OF STATE - Origin - Secretary of State - Ambassadors and Ministers - Foreign Service Staff - Negotiates treaties - Issues passports and visas - Other responsibilities	The student should be able to perform the following activities: 1. In a two page paper, describe the development of the Department of State. 2. List five responsibilities of the Department of State. 3. In a two page paper, describe the role of the Department of State as it applies to the American people.	CONCEPT: Diplomats are an integral part of the Department of State. OBJECTIVE: The student should be able to list at least five characteristics necessary in order to be a successful diplomat. Example: tact, etc.	DIPLOMAT: 1. Standards for dipolmats in the Foreign Service are high. An applicant must be between twenty-one and thirty-one years of age and have been an American citizen for at least ten years. He must take a difficult examination. The applicant must also have a working knowledge of at least one foreign language. 2. Beginning foreign service officers earn from around $7,000 to $10,000 a year. Most officers earn from $11,000 to $28,000 a year. 3. Opportunities are excellent in this field.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students write to the Department of State requesting information on their activities. 2. Have the students locate on a map of the world the United States Embassies throughout the world. 3. Have the students role play the negotiating of a treaty selected by the instructor. CAREER: 1. Ask a diplomat to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 72 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: United States Department of State Washington, D.C. 20520	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
DEPARTMENT OF THE TREASURY - Origin - Secretary of the Treasury - Treasurer of the United States - Internal Revenue Service - Bureau of the Mint - Engraving and Printing - Supervises federal accounts - Manages public debts - Secret Service - Bureau of Narcotics - National banks - Other responsibilities	The student should be able to perform the following activities: 1. In a one page paper, summarize the founding of the Department of the Treasury. 2. List the responsibilities of the Department of the Treasury. 3. In a one page paper, describe the activities of one of the following: Internal Revenue, Secret Service, and National Banks.	CONCEPT: One job of the Secret Service Agent is to protect the President of the United States from assassination. OBJECTIVE: The student should be able to name the executive department in which the men of the Secret Service work.	SECRET SERVICE AGENT: 1. The special agents of the Secret Service perform a variety of duties. Among these are the protection of the President of the United States, members of his family, the Vice President, President-elect, and ex-Presidents for a reasonable time after they leave office. 2. A college-level education is necessary for a job as a Secret Service Agent. 3. Pay is determined by the various grades on the civil service pay scale.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct a chart showing the responsibilities of the Department of the Treasury. 2. Have the students examine examples of American coins and currency. 3. Have the students construct a chart showing the effects National Banks can have on the American economy. CAREER: 1. Have the students research the history of the Secret Service in the United States.	CURRICULUM: 1. San Antonio Public Library: 16mm film- T Men of the Treasury Department CAREER: 1. School Counselor or Librarian: Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
DEPARTMENT OF DEFENSE - Origin - Secretary of Defense - Joint Chiefs of Staff - Department of the Army - Department of the Navy - Department of the Air Force - Armed Forces Policy Council - Other responsibilities	The student should be able to perform the following activities: 1. In a one page paper, summarize the Department of Defense. 2. List the responsibilities of the Department of the Defense. 3. List the characteristics of the Joint Chiefs of Staff. 4. In a three page paper, discuss some of the recent changes in the United States military system.	CONCEPT: The armed forces is necessary for the security of a nation. OBJECTIVE: The student should be able to discuss the advantages and disadvantages of a volunteer army and the part women in uniform would play in such an army.	ARMED FORCES: 1. The United States Armed Forces is composed of the Army, Navy, Marine Corps, Air Force, and Coast Guard. 2. The Armed Forces has approximately 40,000 women officers and enlisted personnel. Women may join the WAC (Army), WAVES (Navy), WAF (Air Force), Women Marines, or SPARS (Coast Guard Reserve). 3. Pay rates are indentical for comparable rank in all branches of the Armed Forces.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct a chart of the Joint Chiefs of Staff. 2. Have the students role play a decision within the Joint Chiefs of Staff. 3. Have the students construct a chart of the structure of the Department of Defense. 4. Have the students prepare a bulletin board showing how the various military uniforms have changed over the years. CAREER: 1. Ask a member of the armed forces to speak to the class.	CURRICULUM: CAREER: 1. Harlandale Audio-Visual Center: cassette tape- Cas.T.-46 Military Personnel filmstrips- P-28 Military Obligation, Part I P-29 Military Obligation, Part II 2. School Counselor or Librarian: SRA Occupational Brief #161 Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
DEPARTMENT OF JUSTICE - Origin - Attorney General - Legal advice to the President - Federal Bureau of Investigation - Federal prisons - Immigration and naturalization laws - Parole Board - Other responsibilities	The student should be able to perform the following activities: 1. In a one page paper describe the origins of the Department of Justice. 2. List the functions of the Department of Justice. 3. In a two page paper describe the work of the FBI. 4. List the responsibilities of the Attorney-General of the United States.	CONCEPT: Probation and Parole Workers are an integral part of the federal prison system. OBJECTIVE: The student should be able to name some of the duties and responsibilities of probation and parole workers.	PROBATION AND PAROLE WORKERS: 1. Probation and Parole Workers assist probationers, parolees, and juvenile offenders in readjustment to society. 2. A bachelor's degree in a social science is required. 3. Salaries range from $6,000 to 25,000. 4. The job opportinities in this field are good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct a chart of the procedures leading to a parole. 2. Have the students role play a member of a parole board and a convicted criminal. 3. Have the students read articles concerning the activities of the FBI. 4. Have some students present a panel discussion on the immigration and naturalization laws of the United States. CAREER: 1. Ask a probation or parole worker to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 2120 National Citizenship Test, Part I and II 2. San Antonio Public Library: 16mm film- F.B.I. CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 289 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Correctional Association P.O. Box 10176 Woodridge Station Washington, D.C. 20018	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
DEPARTMENT OF THE INTERIOR - Origin - Secretary of the Interior - Bureau of Land Management - Bureau of Recreation - National Park Service - Geological survey - Bureau of Indian Affairs - Bureau of Mines - Fish and Wildlife Service - Office of Territories - Power Administration - Other responsibilities	The student should be able to perform the following activities: 1. List the functions of the Department of the Interior. 2. Name four locations within your area supervised by the Department of the Interior. 3. In a two page paper, describe the role of the Department of the Interior in Indian affairs. 4. When given a map of the United States, locate and label the National Parks of the United States.	CONCEPT: There are excellent job opportunities for wildlife managers in the Department of the Interior. OBJECTIVE: The student should be able to list some of the duties of wildlife managers.	WILDLIFE MANAGERS: 1. Wildlife managers develop and maintain food and shelter for wildlife. They take a census of the animal population in the refuge, restock streams, encourage breeding, keep records, make reports, etc. 2. The educational requirement is a bachelor's degree with a major in biology, zoology, fishery science, or wildlife management. 3. Salaries usually range from $5,200 to $16,500 yearly. 4. The employment opportunities in this field are excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students locate on a state map the parks and recreation areas controlled by the Department of the Interior. 2. Have the students locate on a map of the United States the national parks. 3. Have the students trace the development of a selected Indian Reservation. CAREER: 1. Arrange for a wildlife manager to speak to the class.	CURRICULUM: 1. Harlandale Audio-Visual Center: 16mm film- 16-377 Yellow Stone: Our First National Park 2. Education Service Center, Region 20: 16mm film- 2002 Minerals Challenge CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 149 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Bureau of Sports Fisheries and Wildlife Fish and Wildlife Service U.S. Department of the Interior Washington, D.C. 20240	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
DEPARTMENT OF AGRICULTURE - Origin - Secretary of Agriculture - Agricultural Marketing Service - Soil Conservation Service - Forest Service - Farm Credit Administration - Extension Service - Farmers Home Administration - Commodity Exchange Authority - Rural Electrification Administration - Other responsibilities	The student should be able to perform the following activities: 1. In a one page paper, describe the origin of the Department of Agriculture. 2. List the functions of the Department of Agriculture. 3. List five functions of the Department of Agriculture which affect each student. 4. In a one page paper, explain how the REA changed rural America.	CONCEPT: The Department of Agriculture offers many job opportunities to agricultural engineers. OBJECTIVE: The student should be able to name at least two job responsibilities of agricultural engineers.	AGRICULTURAL ENGINEERS: 1. Agricultural engineers apply scientific and engineering principles to agricultural problems in the area of farm machinery and equipment, farm buildings, electric power, and soil and water conservation. 2. At least a bachelor's degree is necessary for agricultural engineers. 3. The beginning salary is around $9,500 yearly. Some agricultural engineers make as much as $25,000 +.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the student construct a chart of the functions of the Department of Agriculture. 2. Have the student request written material for presentation from the Department of Agriculture. 3. Have the students debate the role of the federal government in rural development. 4. Have some student design a "Conservation" bulletin board. CAREER: 1. Ask an agricultural engineer to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 2053 The Farmer - Feast or Famine CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 202 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Society of Agricultural Engineers 2950 Niles Road St. Joseph, Michigan 49085 3. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Engineering Mag.T. Types of Engineering	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
DEPARTMENT OF COMMERCE - Origin - Secretary of Commerce - Office of Business Economics - Patent Office - Bureau of Census - Coast and Geodetic Survey - Weather Bureau - Bureau of Standards - Bureau of Foreign Commerce - Federal Maritime Board - Bureau of Public Roads - Other responsibilities	The student should be able to perform the following activities: 1. List the responsibilities of the Department of Commerce. 2. In a two page paper, describe the methods used to determine a weather forecast. 3. List the steps required to get a patent on a product. 4. Write a two page paper, describing the work of the Census Bureau.	CONCEPT: Excellent job opportunities are available for meteorologists in the United States Weather Bureau. OBJECTIVE: The student should be able to explain the type of work done by meteorologists.	METEOROLOGIST: 1. Meteorologists study, analyze, and predict weather conditions. 2. At least a bachelor's degree in meteorology or a related field is required. 3. Salaries range from about $6,400 to $25,000. 4. The employment opportunities in this field are excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct a chart of the functions of the Department of Commerce. 2. Have each student present a written report on one function of the Department of Commerce. 3. Have the students study meteorological instruments. 4. Have the students design a census questionnaire and administer it to a random sampling of other students. Then compile and analyze the results. CAREER: 1. Ask a meteorologist to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 256 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Meteorological Society 45 Beacon Street Boston, Massachusetts 02108 3. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Meteorologist	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
DEPARTMENT OF LABOR - Origin - Secretary of Labor - Bureau of Labor Statistics - Bureau of Labor Standards - Wage and Hour and Public Contracts Division - Veterans Reemployment Rights - Bureau of Apprenticeship - Bureau of Employees Security - Bureau of International Labor Affairs - Women's Bureau - Other responsibilities	The student should be able to perform the following activities: 1. In a one page paper, describe the origin of the Department of Labor. 2. List the responsibilities of the Department of Labor. 3. On a two page paper, describe the role of the Department of Labor in employer-employee disputes. 4. In a one page paper, explain the work of the Women's Bureau.	CONCEPT: The Department of Labor works closely with labor unions. An important position in a labor union is the business agent. OBJECTIVE: The student should be able to list the two primary duties of a union business agent.	UNION BUSINESS AGENT: 1. Union business agents serve on committees to negotiate contracts and head grievance committees. His other duties vary depending on the local area in which he works. Some other duties might be to sign new members, represent the union in community activities, supervise office staff, etc. 2. The requirements vary, but a high school education is usually the minimum. 3. Business agents earn an average of $10,000 or more a year. 4. The employment outlook in this field is fairly good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURPICULUM: 1. Have each student present an oral report on one of the functions of the Department of Labor. 2. Have the students construct a chart of the functions of the Department of Labor. 3. Have the student research the origin and activities of the Women's Bureau. CAREER: 1. Ask a union business agent to speak to the class about his work.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 393 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Federation of Labor and Congress of Industrial Organization 815 16th Street, N.W. Washington, D.C. 20006	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
DEPARTMENT OF HEALTH EDUCATION AND WELFARE - Origin - Secretary of H.E.W. - Public Health Service - Office of Education - Social Security Administration - Office of Vocational Rehabilitation - Food and Drug Administration - Other responsibilities	The student should be able to perform the following activities: 1. List the functions of the Department of Health Education and Welfare. 2. In a two page paper, describe the role of HEW in education. 3. List the ways HEW aids and protects the lives of each individual daily. 4. In a two page paper, discuss some of the recent activities of the Food and Drug Administration.	CONCEPT: There are good opportunities for public health sanitarians in the Public Health Service. OBJECTIVE: The student should be able to explain the type of work done by public health sanitarians.	PUBLIC HEALTH SANITARIANS: 1. Public health sanitarians apply technical knowledge to environmental health. They inspect recreation, food and facilities, dairy plants, restaurants, waste disposal facilities, water-supply systems, public housing to insure compliance with health regulations, etc. 2. A college degree is required for this job. 3. Salaries range from $6,300 to $20,000 +. 4. The employment outlook is good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students prepare reports on each of the functions of HEW. 2. Have the students construct a chart of the functions of HEW. 3. Have the students describe the methods used to test foods and drugs by the Food and Drug Administration. 4. Have the students bring articles and pamphlets about Social Security and prepare a classroom display. CAREER: 1. Ask a public health sanatarian to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8895 The Welfare CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 248 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Public Health Association 1790 Broadway New York, New York 10019	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT - Origin - Secretary of H.U.D. - Housing and Home Finance Agency - Mass Transit Program - Federal Housing Administration - Public Housing Administration - Federal National Mortgage Administration - Other responsibilities	The student should be able to perform the following activities: 1. List the functions of the Department of Housing and Urban Development. 2. In a two page paper, describe the proposals for mass transportation. 3. In a one page paper, explain the purpose of the FHA. 4. In a one page paper, describe the origin of the Department of Housing and Urban Development.	CONCEPT: Building contractors play an important part in the slum clearance and rebuilding projects of the Department of Housing and Urban Development. OBJECTIVE: The student should be able to name two duties of building contractors.	BUILDING CONTRACTORS: 1. Building contractors make estimates, prepare bids, sign contracts with customers, buy materials, hire and supervise workmen, etc. 2. The minimum educational requirement is usually high school. 3. Salaries usually range from about $10,000 to $30,000 +. 4. The demand for building contractors depends on the general economic conditions.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students prepare reports on the functions of HUD. 2. Have the students construct a chart of the characteristics of the Federal Housing Administration. 3. Have the students prepare a bulletin board showing some types of mass transportation. 4. Have the students make posters depicting various types of housing in the United States. CAREER: 1. Ask a building contractor to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librariam: SRA Occupational Brief # 231 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Associated General Contractors of America 20th and E Streets, N.W. Washington, D.C. 20036	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
DEPARTMENT OF TRANSPORTATION - Origin - Secretary of Transportation - Coast Guard - Environmental Urban Research - Bureau of Public Roads - Noise Abatement - Interstate Commerce Commission - Mass transportation - Highways - Federal Aviation Administration - Other responsibilities	The student should be able to perform the following activities: 1. In a one page paper, summarize th origins of the Department of Transportation. 2. List the responsibilities of the Department of Transportation. 3. In a two page paper, describe the activities of the ICC. 4. Briefly discuss the origin of the Noise Abatement Control division of the Department of Transportation.	CONCEPT: There are excellent opportunities for highway engineers in the Department of Transportation. OBJECTIVE: The student should be able to name two job responsibilities of highway engineers.	HIGHWAY ENGINEERS: 1. The work of highway engineers varies widely. The three basic areas of work are advance planning, research, and construction. 2. A bachelor's degree in civil engineering is the minimum educational requirement. 3. In 1971, the salaries ranged from about $10,000 to $16,000 +. 4. The employment outlook in this field is excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the student construct a chart of the activities of the Department of Transportation. 2. Have the student examine a map of the United States noting the federal highway system. 3. Have the student prepare written reports on the ICC and FAA. 4. Briefly explain the origin of the Agency for International Development. CAREER: 1. Ask a highway engineer to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8053 The Automobile in America CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 389 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Personnel and Training Division Federal Highway Administration Washington, D.C. 20591 3. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Engineering Mag.T. Types of Engineering	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
FEDERAL AGENCIES - General Service Administration - Veteran's Administration - Atomic Energy Commission - National Aeronautics and Space Administration - Agency for International Development - Other agencies	The student should be able to perform the following activities: 1. List three functions of each of the federal agencies. 2. In a two page paper, summarize the activities of one of the federal agencies. 3. Name at least four VA benefits for ex-servicemen. 4. Have the students prepare a bulletin board on Coast Guard activities.	CONCEPT: There are excellent employment opportunities for atomic energy technicians. OBJECTIVE: The student should be able to name at least two job responsibilities of atomic energy technicians.	ATOMIC ENERGY TECHNICIANS: 1. Atomic energy technicians operate nuclear reactors, particle accelerators, X-ray machines, and slave work areas and equipment to detect radiation, decontaminate, and dispose of radioactive waste. 2. A high school education plus either some college, trade or technical school, or on-the-job training is necessary. 3. The salaries range from $3,900 to $7,800 yearly. 4. The demand for atomic energy technicians is increasing rapidly.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students prepare a written report on each of the federal agencies. 2. Have the students prepare a chart on the functions of each federal agency. 3. Have some students design a bulletin board display on the activities of the National Aeronautics and Space Administration. 4. Have the students give oral reports on various activities of NASA. CAREER: 1. If possible, arrange to have an atomic energy technician visit the class to discuss his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8532 Network to Space CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 315 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Atomic Energy Commission, USA Division of Labor Relations Washington, D.C. 20545	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
REGULATORY COMMISSION - Federal Trade Commission - Federal Reserve System - Civil Aeronautics Board - Federal Communications Commission - Federal Power Commission - National Labor Relations Board - Securities and Exchange Commission - Other Regulatory Commissions	The student should be able to perform the following activities: 1. List the federal regulatory commission. 2. In a two page paper, summarize the functions of the Federal Reserve System. 3. In a two page paper, describe the arbitration powers of the N.L.R.B. 4. Write a one page paper on the activities of the FCC. 5. In a one page paper, explain the purpose of the Securities and Exchange Commission.	CONCEPT: The Securities and Exchange Commission regulates the activities of securities salesmen. OBJECTIVE: The student should be able to name two duties of securities salesmen.	SECURITIES SALESMAN: 1. A securities salesman buys and sells orders for stocks, bonds, and shares in mutual funds. This is done for individuals or for corporate customers. 2. College training is usually necessary. It is preferable to have a degree in business administration, economics, or liberal arts. 3. The income usually depends on ability. After five years, the average salary is about $10,000 year. Top management positions pay $25,000 + yearly. 4. Opportunities in this field are good. This is especially true for women wishing to enter this type of work.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students prepare oral group reports on the functions of each regulatory commission. 2. Have the students debate the arbitration powers of the N.L.R.B. 3. Have the students compare the role of the agencies to the regulatory commissions in a panel discussion. 4. Have some students design a bulletin board display on the regulatory commissions. CAREER: 1. Ask a securities salesman to speak to the class about his work.	CURRICULUM: 1. San Antonio Public Library: 16mm film- Federal Reserve System 2. Education Service Center, Region 20: 16mm film- 8133 From Kitty Hawk to Jumbo Jet CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 165 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Harlandale Audio-Visual Center: cassette tape- Cas.T.-48 Stockbroker magnetic tape- Mag.T. Securities Salesman 3. Write to: National Association of Securities Dealers, Inc. 888 17th Street, N.W. Washington, D.C. 20006	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
GOVERNMENTAL CORPORATIONS - Tennessee Valley Authority - Federal Deposit Insurance Corporation	The student should be able to perform the following activities: 1. In a two page paper, describe the role of the T.V.A. 2. List the regulations used by the FDIC. 3. In a two page paper, describe the value of the FDIC. 4. List the advantages and disadvantages of governmental corporations.	CONCEPT: The Federal Deposit Insurance Corporation is an important part of the banking industry. OBJECTIVE: The student should be able to name at least three areas of specialization for bank workers.	BANK WORKERS: 1. There are numerous bank workers: tellers, transit clerks, proof machine operators, bookkeeping machine operators, statement clerks, electronic reader,sorter operators, check inscriber or encoders, key-punch operators, tabulating machine operators, sorting machine operators, file-clerks, clerk-typists, steno-graphers, secretaries, bank officers, etc. 2. At least a high school education is usually required for positions in this field. Salaries are very good, as well as the benefits offered. 3. The employment outlook in this field is good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students locate on a map of the Untted States the area controlled by the T.V.A. 2. Have the students debate the need for the T.V.A. and the FDIC. 3. Have the students go to various banks in the community and ask for information on the FDIC. 4. Have some students prepare a bulletin board display on government corporations. CAREER: 1. Ask a banker to speak to the class about the various jobs available at a bank.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 2414 Tennessee and Its Natural Resources CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 11 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Harlandale Audio-Visual Center: cassette tape- Cas.T.-40 Banker magnetic tape- Mag.T. Bank Clerk Mag.T. Teller	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
FEDERAL ADMINISTRATION REORGANIZATION - Early efforts - FDR's Reorganization Programs (1933-45) - Postwar administrative reorganization - Persistent problems	The student should be able to perform the following activities: 1. In a two page paper, summarize the early efforts to reorganize the federal administration. 2. List the programs, started under FDR. 3. In a two page paper, summarize the postwar reorganization. 4. List the problems which continue to occur in any federal administration.	CONCEPT: Administrative managers are an important part of any administrative organization. OBJECTIVE: The student should be able to explain the duties of an administrative manager.	ADMINISTRATIVE MANAGERS: 1. An administrative manager has several general areas of responsibility: planning and scheduling work and deciding how it can be done most efficiently; supervising and instructing those who perform the work; and introducing new methods and procedures and equipment to help personnel and customers. 2. A bachelor's degree in business administration or accounting is desirable for this position. 3. Salaries range from about $4,000 to $20,000 a year. 4. Employment opportunities are good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students prepare reports on each reform begun by FDR. 2. Have the students debate ways of dealing with the persistant problems in federal administration. 3. Have the students research the various reforms begun by each President. Then present the information to the class in the form of oral reports. CAREER: 1. Ask an administrative manager to speak to the class about his work.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 334 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Administrative Management Maryland Road Willow Grove, Pennsylvania 19090 3. Harlandale Audio-Visual Center: magnetic tape-- Mag.T. Managerial Occupations	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE CIVIL SERVICE - Evolution of the merit system - Job stages - Personnel Administration - Personnel problems	The student should be able to perform the following activities: 1. In a two page paper, describe the development of the merit system. 2. List the job stages of the merit system. 3. List the persistant problems of personnel administration. 4. List the advantages and disadvantages of the merit system. 5. Name some jobs covered by the federal Civil Service.	CONCEPT: The Civil Service offers citizens many job opportunities. OBJECTIVE: The student should be able to name some areas of specialization in the Civil Service	CIVIL SERVICE WORKERS, FEDERAL: 1. The federal government offers a great variety of positions than any other single employer. Civil Service positions are open to all United States citizens. 2. Each job has its own specific requirements, which are clearly set forth in the job announcement publicizing a civil service examination. 3. The policy of the government is to have salaries in the federal service comparable to those paid by private employers for similar work.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students prepare reports on the eras of personnel development. 2. Have the students debate the advantages and disadvantages of the patronage era. 3. Have the students research the origin of of the Civil Service. 4. Have the students bring pamphlets, articles, etc. to class on the Civil Service. CAREER: 1. Ask a civil service employee representative to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 164 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: United States Civil Service Commission Washington, D.C. 20415 3. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Federal Civilian Government Workers. Part I and II	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CONGRESSIONAL STRUCTURE - Bicameral Body - Privileges of members - Compensation - Sessions	The student should be able to perform the following activities: 1. Define bicameral. 2. In a one page paper, explain some of the privileges of members of Congress. 3. Briefly explain the types of compensation received by Congressmen. 4. In a one page paper, discuss Congressional sessions.	CONCEPT: One type of compensation for Congressmen is a fixed annual allowance for office staff. An integral part of this office staff are the correspondence clerks. OBJECTIVE: The student should be able to explain the type of work done by correspondence clerks.	CORRESPONDENCE CLERKS: 1. Correspondence clerks answer routine letters and telephone calls, such as inquiries, complaints, orders, and adjustments. They gather information, compose letters, or choose form letters. 2. At least a high school diploma is required. 3. Salaries usually range from $4,000 to $7,000 yearly. 4. The employment opportunities in this field are fairly good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students draw posters of a joint session of congress in action. 2. Have some students debate the following topic: Bicameral vs. Unicameral. 3. Have the students make charts showing the privileges of members of Congress. CAREER: 1. Ask a correspondence clerk to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films- 4280 How We Elect Our Representatives 2189 The Story of a Congressman CAREER: 1. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Clerical Occupations 2. School Counselor or Librarian: SRA Occupational Brief # 320 Dictionary of Occupational Titles Occupational Outlook Handbook 3. Write to: Office and Professional Employees International Union 1012 Fourteenth Street, N.W. Washington, D.C. 20005	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
HOUSE OF REPRESENTATIVES AND SENATE - Method of apportionment - Congressional Districts - Membership - Qualifications - Term of members - Elections - Vacancies	The student should be able to perform the following activities: 1. In a two page paper, describe apportionment. 2. Define gerrymandering. 3. List the qualifications for election to the House and Senate. 4. In a one page paper, describe the method used to fill vacancies in Congress.	CONCEPT: Before being elected to office, more Congressmen were lawyers than any other occupation. OBJECTIVE: The student should be able to name the reason why a law background is helpful to a congressman.	LAWYER: 1. It is the responsibility of the lawyer to advise and represent clients in courts of law. 2. An individual must be admitted to the bar before he can practice law in the courts of a state. The prerequisite to the bar exam is usually at least three years of college plus graduation from law school. 3. Begining lawyers usually make around $9,000. With experience and success, some make as much as $35,000 +. 4. There were 280,000 lawyers employed in 1970. Three-fourths of these were in private practice. The outlook is good in this profession through the 1970's.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students locate on a state map the Congressional and Senatorial Districts. 2. Have the students construct a chart comparing the qualifications for election to the House and Senate. 3. Have the students debate a mandatory retirement age for Congressmen. CAREER: 1. Ask a lawyer to speak to the class about his profession.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 4280 How We Elect Our Representatives CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 33 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Harlandale Audio-Visual Center: cassette tape- Cas.T.-47 Lawyer magnetic tape- Mag.T. Lawyer 3. Write to: American Bar Association 1155 East 60th Street Chicago, Illinois 60637	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CONGRESS AT WORK - Business of Congress - Party leadership - Officers - Legislative Committees - Rules of procedure - Committee on Rules in the House - Filibuster and closure in the Senate - Conference Committees - Legislative procedure - Party caucas - Floor Leader - Whip	The student should be able to perform the following activities: 1. In a two page paper, describe the responsibilities of Congress. 2. List the leadership positions in Congress and define the duties of each office. 3. Define: filibuster and closure. 4. In a two page paper, describe the activities in Congress of the political parties. 5. Briefly explain the job responsibilities of a floor leader and whip.	CONCEPT: The public is kept informed on the work of Congress through the political columnist. OBJECTIVE: The student should be able to explain the type of work done by a political columnist.	POLITICAL COLUMNIST: 1. A political columnist is a columnist who writes about politics and political happenings. He writes a feature column which appears periodically in newspapers or magazines. 2. A college degree in journalism or liberal arts is usually preferred. 3. The competition in this area is keen, but the opportunities are good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct a chart of the responsibilities and duties of each branch of Congress. 2. Have the students construct a chart of the hierarchy in Congress. 3. Have the students debate the use of filibusters and closure. 4. Have the students construct a chart of the hierarchy in Congress within each political party. CAREER: 1. Ask a political columnist to speak to the class.	CURRICULUM: 1. Harlandale Audio-Visual Center: filmstrip- M-89 How Our Laws Are Made CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 216 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Harlandale Audio-Visual Center: cassette tape- Cas.T.-44 Reporter magnetic tape- Mag.T. Newspaper Reporter	-

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
POWERS OF CONGRESS - Legislative - Constituent - Electoral - Judicial - Executive - Administrative control - Investigative	The student should be able to perform the following activities: 1. List and describe briefly the powers of Congress. 2. In a one page paper, describe administrative control by Congress. 3. List the non-legislative powers of Congress. 4. In a two page paper, explain the investigative powers of Congress, and how it has been used during the Nixon administration.	CONCEPT: The investigative, or inquisitorial, power to Congress. A job closely related to this type of work is a compliance investigator. OBJECTIVE: The student should be able to explain the type of work done by a compliance investigator.	COMPLIANCE INVESTIGATOR: 1. A compliance investigator invests business establishments and individuals to settle claims or insure compliance with state and Federal laws and regulations, such as those governing child labor, wages and hour, and financial responsibility. He interviews persons, observes environmental conditions, examines records, etc. He prepares reports of investigations for administrative or legal departments.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have each student prepare a written report on one of the powers of Congress. 2. Have the students debate the control over the administration by Congress. 3. Have the students debate the Congress' power to investigate. 4. Have the students prepare a bulletin board display on the Congress of the United States. CAREER: 1. If possible, arrange for a compliance investigator to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
FEDERAL JUDICIAL SYSTEM - Supreme Court - Circuit Court of Appeals - Federal District Courts - Courts of the District of Columbia - Special courts - Appointment and removal of judges	The student should be able to perform the following activities: 1. Describe briefly the responsibilities of the Supreme Court. 2. List the functions of each federal court. 3. In a one page paper, describe the special courts. 4. Summarize briefly the method of appointment and removal of judges.	CONCEPT: The highest ranking judges in the United States are the Justices on the Supreme Court. OBJECTIVE: The student should be able to list at least three types of judges. Examples: County Judge, Supreme Court Justice, etc.	JUDGE: 1. It is the responsibility of the judge to apply the law, once the facts of a case have become evident. 2. Federal judges are appointed by the President of the United States, subject to confirmation by the Senate. In some states, the judges are appointed by the governor; in others by the state legislature; in the majority of the states they are elected by the people. 3. All federal and most state judges are chosen from the ranks of the legal profession. 4. Salaries range from as low as $16,000 for some state trial court judges to $62,500 for the Chief Justice of the Supreme Court.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct a chart of the Federal Judicial System. 2. Have the students, on a map of their state, locate the federal courts. 3. Have the students trace the path of a court case from its inception to the Supreme Court. 4. Have the students research the lives of the various men who have served on the Supreme Court of the United States. CAREER: 1. Ask a judge to speak to the class about his profession.	CURRICULUM: 1. Harlandale Audio-Visual Center: 16mm film- 16-282 The Supreme Court filmstrips- M-3 The Federal Courts T-92 Justice Thurgood Marshall CAREER: 1. School Counselor or Librarian: SRA Occupational Breif # 395 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to : North American Judges Association 1401 Pennsylvania Avenue, N.W. Washington, D.C. 20004	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
FEDERAL COURT PROCEDURE - Jurisdiction - Writs - How cases appear - Criminal procedure - Civil procedure - Judicial review	The student should be able to perform the following activities: 1. List the types of cases heard in a federal court. 2. In a three page paper, describe the difference between criminal and civil procedure. 3. In a one page paper, describe judicial review. 4. Define the term jurisdiction. 5. List the various types of writs which exist.	CONCEPT: Legal Secretaries are an integral part of court procedure. OBJECTIVE: The student should be able to name the duties of a legal secretary.	LEGAL SECRETARIES: 1. A legal secretary prepares legal papers and correspondence of a legal nature, such as summonses, complaints, motions, and subpoenas. 2. At least a high school education is necessary. Some college is usually preferred. 3. The employment opportunities in this field are good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct a chart comparing criminal and civil court procedures. 2. Have the students debate the need for judicial review. 3. Have the students role play a case being tried in a federal courtroom. 4. Have the students construct a chart showing the jurisdiction of the federal courts. CAREER: 1. Ask a legal secretary to speak to the class about her work.	CURRICULUM: 1. Harlandale Audio-Visual Center: filmstrip- M-3 The Federal Courts CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 19 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Harlandale Audio-Visual Center: cassette tape- Cas.T.-43 Secretary. magnetic tape- Mag.T. Stenographer - Secretary Mag.T. Typist 3. Write to:: National Secretaries Association Suite 410, 1103 Grande Avenue Kansas City, Missouri 64106	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
FOREIGN AFFAIRS - Position of Chief Executive - International agreements - Principal foreign policies - Post World War II policies - The State Department	The student should be able to perform the following activities: 1. In a two page paper, describe the position of the chief executive in foreign affairs. 2. List five major foreign policy agreements. 3. In a two page paper, describe the United States foreign policies after World War II. 4. In a one page paper, explain the State Department's relationship to foreign affairs.	CONCEPT: There are many career opportunities available in the Foreign Service. OBJECTIVE: The student should be able to name some career opportunities available in the Foreign Service.	FOREIGN SERVICE WORKERS: 1. Candidates for the foreign service need to be well informed in the areas of American culture, history, economics, politics, and foreign affairs. 2. Salaries in the foreign service are good and there are opportunities to travel and to live in other countries. 3. Opportunities for qualified persons in this branch of the government are excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students locate on a map of the world the major world alliances (political, economic, and military). 2. Have the students debate the role of the President in foreign affairs. 3. Have the students construct a chart of the American policies, pre and post - World War II. 4. Have the students collect pictures and articles from magazines and newspapers on United States foreign affairs since 1960. CAREER: 1. Ask a Foreign Service worker to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 8176 Growth of American Foreign Policy CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 72 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: United States Department of State Washington, D.C. 20520	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
TERRITORIES AND POSSESSIONS - General definition - Governing power - Territories - Military bases - District of Columbia - Statehood	The student should be able to perform the following activities: 1. List the territorial possessions of the United States. 2. In a two page paper, describe the governments of the territories. 3. In a two page paper, describe the status of the District of Columbia. 4. In a one page paper, explain the procedure to be followed in order for a territory to acquire statehood.	CONCEPT: The Department of Interior controls the territories and possessions. There is a continuing need for qualified persons in the field of social work to work in these territories through the Department of Interior. OBJECTIVE: The student should be able to name at least three areas of specialization for social workers.	SOCIAL WORKERS: 1. Social workers attempt to alleviate or eliminate social problems, give advice, arrange for medical or financial assistance, refer clients to counseling services, housing facilities, etc. 2. The minimum educational requirement for social workers is a bachelor's degree. A graduate degree is necessary for certification. 3. The salaries for social workers range from about $6,000 to $15,000 + a year. 4. There is a shortage of social workers in the United States. There are about 13,000 openings a year in this field.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students locate on a map of the world the territorial possessions of the United States. 2. Have the students prepare written reports on each United States territory. 3. Have the students debate the status of the United States territories. 4. Have the students prepare a bulletin board display on the territories and possessions of the United States. CAREER: 1. Ask a social worker to speak to the class about his work.	CURRICULUM: 1. Harlandale Audio-Visual Center: filmstrip- F-98 Toward Statehood CAREER: 1. Harlandale Audio-Visual Center: filmstrip- I-87 Social Service and the Social Worker cassette tape- Cas.T.-43 Social Worker magnetic tape- Mag.T. Social Workers 2. School Counselor or Librarian: SRA Occupational Brief # 80 Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
FEDERAL - STATE RELATIONS - Growth of federal powers - Position of states - Obligations of states - Federal grants-in-aid - Contents of state constitutions - Methods of constitutional change	The student should be able to perform the following activities: 1. List the limitations placed on the states. 2. List the conditions for receiving federal grants-in-aid. 3. In a two page paper, describe the methods of constitutional change. 4. In a three page paper, explain the growth of federal powers.	CONCEPT: Federal Grants-in-Aid have been used for a variety of needs. One of these has been in the area of public health. There are good employment opportunities for public health nurses. OBJECTIVE: The student should be able to list some special qualities needed in order to be a nurse.	PUBLIC HEALTH NURSES: 1. Public health nurses care for patients in clinics or in their homes. They give first-aid treatment or periodic nursing care, work out diet plans for patients or families, arrange for immunizations. 2. A bachelor's degree in nursing is necessary. 3. Salaries usually range from $6,400 to $10,000 +. 4. Employment opportunities are excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct a chart of the limitations on the states and federal government. 2. Have the students construct a chart tracing constitutional revision. 3. Have the students research the federal - state relations during the administration of each President. 4. Have the students read and discuss the Texas State Constitution. CAREER: 1. Ask a Public Health Nurse to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 394 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Nurses Association 10 Columbia Circle New York, New York 10019 3. Harlandale Audio-Visual Center: magnetic tapes- Mag.T. Registered Nurse Mag.T. Licensed Practical Nurses	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CITIZENS AND ALIENS - General rule - Citizenship by birth - Naturalization by law - Expatriation - Aliens - Immigration	The student should be able to perform the following activities: 1. Briefly compare citizenship by birth to citizenship by law. 2. Define expatriation. 3. List the current laws governing immigration and naturalization. 4. In a one page paper, explain what is meant by the term alien. 5. Define the terms naturalization and immigration.	CONCEPT: Immigration patrol inspectors are needed to keep people from entering this country illegally. OBJECTIVE: The student should be able to name at least five states where immigration inspectors are numerous.	IMMIGRATION PATROL INSPECTOR: 1. An immigration patrol inspector is an officer of the Immigration Border Patrol, a branch of the Immigration and Naturalization Service of the U.S. Department of Justice. This is the federal agency responsible for the administration and the enforcement of the nation's immigration and nationality laws. The principal duties of the Immigration Border Patrol are to prevent the illegal entry of aliens to the United States, the smuggling of aliens into the United States, and to apprehend aliens who are in this country illegally. 2. Normally, there is a continuing demand for inspectors. The Border Patrol numbers around 1500 men.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students examine materials studied by aliens planning to take the citizenship test. 2. Have the students debate the issue of more immigration or less immigration. 3. Have the students construct a chart comparing the rights and privileges of citizens by birth and rights of citizens by law. 4. Have the students prepare a bulletin board display on immigrants to the United States. CAREER: 1. Ask an Immigration Patrol Inspector to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CIVIL RIGHTS: RECENT DEVELOPMENTS - Guarantees of personal liberty - Civil Rights Laws of 1957, 1964	The student should be able to perform the following activities: 1. List the guarantees of personal liberty in the Constitution and Bill of Rights. 2. List the civil rights laws passed from 1957 to the present. 3. In a two page paper, discuss the recent trends in the area of civil rights. 4. Define the term civil rights.	CONCEPT: One of four personal liberities is the right to acquire and hold property. This has helped to make the real estate business a booming one. OBJECTIVE: The student should be able to name three types of transactions a real estate agent might make.	REAL ESTATE AGENT: 1. A real estate agent is primarily a salesman and must therefore like working with people. 2. Most real estate agents are expected to have at least a high school education. Valuable subjects are English, Math, economics, and social studies. Also, college courses in real estate, business administration, economics, and law are valuable. In all states a written exam must be passed before an agent's license is issued. 3. The earnings of most real estate agents come mostly from commissions on sales. Many full-time agents earn from $5,000 to $10,000 a year. However, income in excess of $20,000 is not exceptional.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students prepare written reports on the guarantees of personal liberty. 2. Have the students debate the ability of laws to charge moral injustices. 3. Have the students prepare a bulletin board display on the civil rights movement in the United States since 1950. CAREER: 1. Ask a real estate agent to visit the class to discuss his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 2112 I Have a Dream . . . Life of Martin Luther King CAREER: 1. Harlandale Audio Visual Center: magnetic tape- Mag.T. Real Estate Salesman - Broker cassette tape- Cas.T.-55 Realtor 2. School Counselor or Librarian: SRA Occupational Brief # 169 Dictionary of Occupational Titles Occupational Outlook Handbook 3. Write to: National Association of Real Estate Boards 36 South Wabash Avenue Chicago, Illinois 60603	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE ELECTION PROCESS - General principles - The Suffrage - Voting requirements - Registration - The Primary	The student should be able to perform the following activities: 1. List five general principles of the election process. 2. Define suffrage. 3. List the voting requirements for federal elections. 4. In a two page paper, describe the role of the primary in the American election process. 5. List the voter registration requirement in the state of Texas.	CONCEPT: Registration clerks are needed to register people to vote. OBJECTIVE: The student should be able to explain the type of work done by registration clerks.	REGISTRATION CLERK: 1. Registration clerks interview persons to obtain information for legal or other records. He records answers to personal history questions to enroll persons for voting, citizenship applications, or other purposes. He may also record the number of applicants registered and may take affidavits concerning the registrant's statement.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students debate the right of suffrage for all citizens. 2. Have the students debate the voting requirements in the United States. 3. Have the students prepare written reports on recent primary elections and their effect on the nomination process. 4. Have the students prepare a bulletin board on the election process. CAREER: 1. Ask a registration clerk to speak to the class.	CURRICULUM: 1. San Antonio Public Library: 16mm film- The First Tuesday After the First Monday 2. Education Service Center, Region 20: 16mm films- 2199 The True Story of an Election 2394 Women Get the Vote 3. Harlandale Audio-Visual Center: 16mm film- 16-651 Democracy: Your Voice Can be Heard CAREER: 1. School Counselor or Librarian: Dictionary of Occupational Titles Occupational Outlook Handbook 2. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Clerical Occupations	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
POLITICAL PARTIES - Background - Party system - Types of parties - Structure of parties - Functions of parties	The student should be able to perform the following activities: 1. In a two page paper, give the background of each political party. 2. List the types of parties in the United States. 3. Describe briefly the structures of the major parties in the United States. 4. List the functions of the major United States parties.	CONCEPT: Fund raisers are an integral part of all political parties. OBJECTIVE: The student should be able to name at least three areas besides politics in which fund raisers are necessary.	FUND RAISERS: 1. The professional fund raiser is a planner, an administrator, a supervisor, etc. He coordinates the activities of the volunteers who actually do the soliciting. 2. It is usually necessary to have a thorough high school and college education. Courses in psychology, statistics, accounting, business administration, economics, group dynamics, and sociology are helpful. 3. Beginning salaries are usually around $500 to $550 a month. Very successful fund raisers may make as much as $35,000 a year. 4. The employment opportunities in this field are excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct a chart of the United States political parties. 2. Have the students form groups and present written reports on the formarion of each policical party in the United States. 3. Have the students debate the need for political parties in the United States. 4. Have the students prepare a bulletin board display on the political parties in the United States history. CAREER: 1. If possible, arrange to have a professional fund raiser speak to the class.	CURRICULUM: 1. Harlandale Audio-Visual Center: filmstrip- M-90 The Young Citizens Look at Politics CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 353 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Association of Fund-Raising Counsel 500 5th Avenue New York, New York 10036	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
PUBLIC OPINION - Individuals - Group Approach - Role in Government - Formation - Measurement - Pressure groups - Lobbying - Other modes of expression	The student should be able to perform the following activities: 1. In a two page paper, describe the role of government in the formation of public opinion. 2. List and briefly describe the types of measurement or public opinion. 3. Describe in a two page paper the effects of pressure groups and lobbying on opinion, both public and governmental.	CONCEPT: Public opinion plays an important part in determining the success or failure of a political figure. People who gather information on public opinions are marketing research workers. OBJECTIVE: The student should be able to discuss and explain the role of marketing research in today's society.	MARKETING RESEARCH WORKERS: 1. Marketing research workers collect, organize, and analyze certain facts and then come up with public opinion information. 2. There are about 20,000 men and women in this field. Thousands of others work as part-time or temporary survey interviewers. 3. Most jobs in this field require a college education with some basic courses in English, marketing, math, economics, sociology, psychology, and political science.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct a model political questionaire. 2. Have the students debate the role of lobbies and pressure groups within our political process. 3. Have the students prepare written reports on the ways of expressing opinion. 4. Have each student conduct a personal interview, using the political questionaire the class constructed. CAREER: 1. Arrange to have a market research analysist visit the class to discuss his work.	CURRICULUM: 1. San Antonio Public Library: 16mm film- Public Opinion 2. Harlandale Audio-Visual Center: filmstrip- K-6 Being Active in Government CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 210 Dictionary of Occupational Ticles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
STATE GOVERNMENT - Constitution - Legislature - Governor - Judiciary	The student should be able to perform the following activities: 1. In a two page paper, describe the constitution of his state. 2. List the types of state legislatures. 3. Describe briefly the role of the governor in state governments. 4. List the types of state courts and give the functions of each.	CONCEPT: Most states have public utilities boards to co-ordinate public utilities across the state. OBJECTIVE: The student should be able to explain the type of work done by public utility workers.	PUBLIC UTILITY WORKERS: 1. Many jobs exist in public utilities. The major jobs in the production and distribution of electricity fall into six groups: power plant workers; power transmission and distribution workers; customer service workers; maintenance workers; engineers and technical workers; and administrative and clerical workers. 2. Most jobs require a high school education. 3. In 1965, consupervisory employees in the electric utility companies averages $131.31 per week. 4. The employment outlook in this field is good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students compare their state constitution to the United States Constitution. 2. Have the students prepare written reports on leaders in thier state government. 3. Have the students prepare a chart of the state judicial system. 4. Have the students prepare a bulletin board display on state government in Texas. CAREER: 1. Ask a public utility worker to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 2384 Governor 2. Harlandale Audio-Visual Center: 16mm films- 16-454 Speaker of the House 16-386 How a Bill Becomes a Law filmstrip- M-5 State Government CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 126 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Utility Workers Union of America 1725 K Street, N.W. Washington, D.C. 20006	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
COUNTY GOVERNMENT - Characteristics - Functions - Organization - Re-organization	The student should be able to perform the following activities: 1. List five basic characteristics of county governments. 2. List five functions of county governments. 3. In a two page paper, describe the organizational make-up of county governments. 4. List and describe briefly the three arguments for county reorganization.	CONCEPT: Most counties have a school superintendent to coordinate the administration of the county educational system. OBJECTIVE: The student should be able to name the job responsibilities and duties of a school superintendent.	SCHOOL SUPERINTENDENT: 1. The kinds of tasks a superintendent performs depends on the size, type, and needs of his community. Some of the main areas of his responsibility are the budget, physical plant, equipment, educational policies, attendance, community relations, etc. 2. At least a master's degree is necessary with certificate for school superintendents. 3. Salaries vary greatly: usually from $12,000 to $50,000.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students prepare written reports on the functions of county governments. 2. Have the students prepare a chart of the structure of their county government. 3. Have the students present a mock meeting of their County government. 4. Have the students debate the need for county reorganization. CAREER: 1. Ask a school administrator to speak to the class about the work of a superintendent.	CURRICULUM: 1. San Antonio Public Library: 16mm film- Tomorrow's Government Today 2. Harlandale Audio-Visual Center: filmstrip- M-6 Local Government CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 293 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Association of School Administrators 1201 Sixteenth Street, N.W. Washington, D.C. 20036	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CITY GOVERNMENT - City Charters - Forms of City Government - Growth of cities	The student should be able to perform the following activities: 1. List the characteristics of city charters. 2. List and briefly describe the forms of city government. 3. In a three page paper, describe the new challenges offered by the growth of our cities. 4. Briefly define the term city.	CONCEPT: One of the responsibilities of city governments is to provide fire protection for its citizens. OBJECTIVE: The student should be able to list the dangers involved in fire fighting.	FIRE FIGHTERS: 1. Fire fighters have the responsibility of extinguishing fires. They may specialize as truckmen, laddermen, hosemen, members of rescue teams, inspectors, etc. 2. At least a high school education is required for this position. 3. Salaries usually range from $4,700 to $8,800. Larger cities pay the best. 4. The employment opportunities in this field are excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students write a city charter for an imaginary town. 2. Have the students debate the advantages and disadvantages of each form of city government. 3. Have the students debate alternatives available in running a large city. 4. Have the students prepare a bulletin board display on the city government of San Antonio. CAREER: 1. Ask a fire fighter to speak to the class about his work.	CURRICULUM: 1. School Counselor or Librarian: 16mm film- Tomorrow's Government Today 2. Education Service Center, Region 20: 16mm films- 4950 Our City Government 8324 Portrait of the Inner City 3. Harlandale Audio-Visual Center: filmstrip- M-7 Municipal Government CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 52 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: International Association of Fire Fighters 905 16th Street, N.W. Washington, D.C. 20006 3. Harlandale Audio-Visual Center: magnetic tape- Mag.T. Fire Fighters	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
STATE AND LOCAL FINANCE - General problem - Sources of state revenue - Sources of local revenue - Criticisms - Tax administration - State aid to local government - Revenue-sharing	The student should be able to perform the following activities: 1. In a two page paper, summarize the problems of state and local finance. 2. List five sources of state and local funding. 3. In a two page paper, describe the role of state government in local financing. 4. Define: Revenue Sharing. 5. In a one page paper, discuss some recent trends and changes in the tax situation at the federal, state, and local levels.	CONCEPT: An accountant is a necessary part of any financial operation. OBJECTIVE: The student should be able to explain the type of work done by an accountant.	ACCOUNTANT: 1. Accountants compile, analyze, and prepare financial records. They may specialize in areas such as auditing, taxes, cost accounting, budgeting and control, or information processing. 2. Training for accountant positions may be obtained from universities, four year colleges, and accounting and private business schools. Better positions usually require a bachelor's degree in accounting or a closely related field. 3. Beginning in private industry, an accountant usually makes around $8,500. With more experience, they usually make from $10,500 to $15,000.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students debate the problems of state and local financing. 2. Have the students prepare alternative methods of raising money. 3. Have the students debate the concept of Revenue Sharing - strings or no strings. 4. Have the students prepare a chart showing how local governments have used their funds from revenue-sharing. CAREER: 1. Ask an accountant to speak to the class about his job.	CURRICULUM: 1. Harlandale Audio-Visual Center: filmstrip- M-88 Why We Pay Taxes CAREER: 1. Harlandale Audio-Visual Center: transparencies- TP-93 thru 112 Accounting: A Guide to Decisions cassette tape- Cas.T.-53 Accountant magnetic tape- Mag.T. Accountant 2. School Counselor or Librarian: SRA Occupational Brief # 61 Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
LAW AND ITS ENFORCEMENT - Classification of law - Law enforcement - Federal Law Enforcement - State Law Enforcement - Local Law Enforcement	The student should be able to perform the following activities: 1. Define law. 2. List the problems in law enforcement faced by the following governments: federal, state, and local. 3. In a two page paper, list ways of improving law enforcement in his local area. 4. List at least three types of law enforcement officers.	CONCEPT: The state police officer is an important part of our network of police officials. OBJECTIVE: The student should be able to discuss the importance of maintaining a well staffed state police force.	STATE POLICE OFFICER: 1. State police officers are also sometimes referred to as state highway patrolmen or state troopers. 2. Most states require at least a high school diploma or its equivalent in education and experience. 3. Entrance salaries ranged from $480 to $800 a month in 1970. 4. The occupational outlook in this field is expected to rise in the 1970's.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students role play a law enforcement officer dealing with selected types of cases. 2. Have the students debate the need for laws and the results if there are no laws. 3. Have the students list alternatives to laws and defend each. 4. Have the students prepare a bulletin board display on law enforcement officers. CAREER: 1. Ask a state police officer to speak to the class.	CURRICULUM: 1. San Antonio Public Library: 16mm film- Why Respect the Law 2. Harlandale Audio-Visual Center: 16mm film- 16-337 Rules and Laws filmstrip- K-12 How Laws Protect the Citizens 3. Education Service Center, Region 20: 16mm film- 4065 Youth Beware - Shoplifting is a Crime CAREER: 1. Harlandale Audio-Visual Center: filmstrip- T-82 Police and Police Protection magnetic tape- Mag.T. State Police Officers 2. School Counselor or Librarian: Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
NATIONAL SECURITY - Meaning - Need - Individual freedom - Role of Congress - Presidential power - Organization - War mobilization - Defense in peacetime - Security problems	The student should be able to perform the following activities: 1. Define the term national security. 2. In a two page paper, explain the role of Congress in national security. 3. In a three page paper, explain the power of the President regarding national security. 4. List some security problems of the United States. 5. Briefly explain the need for defense forces in peacetime.	CONCEPT: The Federal Bureau of Investigation (FBI) is an important part of our National Security System. OBJECTIVE: The student should be able to name two duties of FBI agents.	FBI AGENTS: 1. FBI agents investigate violations of federal law, conduct security checks, etc. 2. A college degree is required for FBI agents. The major area of study should be in law or accounting. 3. The salaries range from $8,800 to $17,500 a year. 4. There is a low personnel turnover in the FBI. The competition is keen.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students debate the extensive powers of the President regarding national security. 2. Have the students debate the need for national security during peacetime. 3. Have the students draw charts showing the present organization of our national security system. 4. Have the students make collages entitled "National Security." CAREER: 1. Ask an FBI agent to speak to the class about his work and the opportunities in this profession.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 55 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: FBI Department of Justice Washington, D.C. 20535 3. Harlandale Audio Visual Center: magnetic tape- Mag.T. FBI Special Agents	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
GOVERNMENT REGULATION OF BUSINESS - Background - New problems - Pattern of regulations - Specific regulations - Governmental assistance - Government in business	The student should be able to perform the following activities: 1. In a two page paper, summarize the background of government regulation of business. 2. List the new problems faced in regulation of business. 3. List five examples of specific government regulations of business. 4. In a two page paper, describe the role of government in business in the future.	CONCEPT: The business world offers many job opportunities to young people. One of these is the job of a purchasing agent. OBJECTIVE: The student should be able to explain the duties and responsibilities of a purchasing agent.	PURCHASING AGENTS: 1. Purchasing agents buy materials, equipment, supplies, and services. They contact suppliers, get bids or cost estimates, place orders, etc. 2. A college degree is desirable for most purchasing agents. 3. Salaries range from about $8,500 to $25,000 + for experienced purchasing agents. 4. The employment opportunities are good in this field.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students prepare oral reports on selected phases of government regulation of business. 2. Have the students debate government regulation of business. 3. Have the students role play a government official in dealing with business problems. 4. Have the students prepare a bulletin board display depicting various types of business enterprises in the United States. CAREER: 1. Ask a purchasing agent to speak to the class.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 2391 Protective Tariff vs. Free Trade CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 97 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: National Association of Purchasing Management, Inc. 11 Park Place New York, New York 10007	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
NATIONAL TAXATION AND FINANCE - General power of Congress - Restraints - Non-revenue source of money - Governmental expenditures - Balancing expenditures and revenues - Budgetary Administration - Accounting for expenditures	The student should be able to perform the following activities: 1. In a two page paper, summarize the general power of Congress to tax. 2. List the restraints placed on the Congress in tax legislation. 3. In a three page paper, discuss the importance of government expenditures. 4. List the functions and responsibilities of the government accounting office and the Bureau of the Budget.	CONCEPT: One area of specialization for Certified Public Accountants (C.P.A.'s) is in tax work. OBJECTIVE: The student should be able to explain the type of work done by C.P.A.'s.	CERTIFIED PUBLIC ACCOUNTANTS: 1. Certified Public Accountants may specialize in the following areas: auditing, tax work, special studies, and management services. 2. A college degree in accounting is usually necessary, plus two years experience to take exam for C.P.A. certificate. 3. Salaries usually range from about $9,000 to $25,000 +. 4. The employment opportunities in this field are excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students debate the power to tax. 2. Have the students prepare two charts: Federal Taxes and State and Local Taxes. 3. Have the students, using a current federal budget, prepare reports on the reports on the allocations in each area. 4. Have the students make creative collages entitled "Taxes." CAREER: 1. Ask a Certified Public Accountant to speak to the class about his work.	CURRICULUM: 1. Harlandale Audio-Visual Center: filmstrip- M-88 Why We Pay Taxes CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 387 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Accounting Careers Council National Distribution Center Box 650, Radio City Station New York, New York 10019	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
GOVERNMENT AND MONEY AND BANKING - Forms of money - Federal Revenue System - Federal Deposit Insurance Corporation - State Banking Regulations	The student should be able to perform the following activities: 1. List the forms of money used in the United States. 2. In a two page paper, summarize the role of the Federal Reserve Board. 3. Briefly explain the value of the F.D.I.C. 4. List and compare the Federal Banking Regulations and the State Banking Regulations.	CONCEPT: The banking industry offers promising opportunities for bank officers. OBJECTIVE: The student should be able to name at least three bank officer positions.	BANK OFFICERS: 1. Bank officers administer banking services such as loans, trust funds, safety deposit services, investment counseling, checking and savings accounts, etc. Officers include the president, vice-presidents, cashiers, treasurer, junior officers. 2. A college degree in business or liberal arts is usually required. 3. Salaries range from about $5,000 to $50,000 +. 4. The employment outlook is good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students prepare a chart of the types of money used in the United States. 2. Have the students prepare reports on the functions of the Federal Reserve in controlling the American economic system. 3. Have the students prepare a chart comparing federal and state banking regulations. CAREER: 1. Ask a bank officer to speak to the class.	CURRICULUM: 1. San Antonio Public Library: 16mm film- Federal Reserve System CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 46 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Bankers Association 90 Park Avenue New York, New York 10010 3. Harlandale Audio-Visual Center: cassette tape- Cas.T.-40 Banker	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
GOVERNMENT AND AGRICULTURE - Problems - Triple "A" Acts - Agriculture Act of 1954 - Commodity Credit Corporation - Farm Credit Administration - R.E.A.	The student should be able to perform the following activities: 1. List the problems of agriculture. 2. List and describe the Triple "A" Acts. 3. In a two page paper, describe the functions of the Commodity Credit Corporation. 4. Define R.E.A. 5. In a one page paper, explain the purpose of the Farm Credit Administration.	CONCEPT: The farm equipment dealer has the vital role of getting new equipment into the hands of the farmer. OBJECTIVE: The student should be able to list at least three personal attributes needed by a farm equipment dealer.	FARM EQUIPMENT DEALERS: 1. Farm equipment dealers perform a variety of tasks. They may assemble, display, demonstrate, sell, service, and repair farm equipment and machinery of all kinds. 2. There are no specific educational requirements for entering the farm equipment field; however, the more formal training one has, the better his chances. 3. Earnings of farm equipment dealers vary greatly. In 1968, the average annual profit before taxes was about $20,000.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students debate the need for government intervention in agriculture. 2. Have the students construct a chart of the areas available to the farmer thru the CCC. 3. Have the students debate the position of the family farm versus corporation farm. 4. Have the students construct a bulletin board on American agriculture. CAREER: 1. Ask a farm equipment dealer to speak to the class about his job.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 232 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Farm Equipment Manufactures Association 230 South Berriston Avenue St. Louis, Missouri 63105 National Farm and Power Equipment Dealers Association 2340 Hampton Avenue St. Louis, Missouri 63139	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
GOVERNMENT AND CONSERVATION - Problems - Reclamation Act of 1902 - Land Management Bureau - Soil Conservation Act - Forest Service - National Parks System - Fish and Wildlife Service - United States Interior Department - Engineer's Corps - TVA - Minerals and petroleum	The student should be able to perform the following activities: 1. In a two page paper, describe the problems facing the government in the conservation area. 2. Briefly discuss the following: Reclamation Act of 1902 and the Soil Conservation Act. 3. List the activities of the Department of the Interior. 4. In a two page paper, discuss the TVA.	CONCEPT: With the creation of the National Forest Service, job opportunities for foresters became available. OBJECTIVE: The student should be able to name three duties performed by foresters.	FORESTERS: 1. Foresters have the responsibility of developing, managing, and conserving our forests. They perform such jobs as safeguarding forests, planning restoration, estimating amount and value of timber, planning cutting, etc. 2. The minimum educational requirement is usually a bachelor's degree. 3. Salaries range from $5,000 to $50,000 + yearly. 4. The future employment outlook in this career field is favorable.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students on a map of the United States locate and label the national parks of the United States. 2. Have the students prepare written reports on the functions of the Department of the Interior in the area of conservation. 3. Have the students on a map of the United States locate and label the TVA complex of dams. 4. Have the students prepare a bulletin board display on conservation. CAREER: 1. Arrange to have a forester speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm film- 4128 Conserving Our Mineral Resources 4127 Conserving Our Forests Today 4129 Conserving Our Soil Today 4130 Conserving Our Water Resources Today CAREER: 1. Harlandale Audio-Visual Center: cassette tape- Cas.T.-46 Forester magnetic tapes- Mag.T. Foresters Mag.T. Forestry Aids 2. School Counselor or Librarian: SRA Occupational Brief # 50 Dictionary of Occupational Titles Occupational Outlook Handbook 3. Write to: Society of American Foresters 1010 16th Street, N.W. Washington, D.C. 20036	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
GOVERNMENT AND LABOR - Growth of Labor Unions - Early Federal efforts - Wages and conditions of work - Protection of Labor Unions and laborers - Protection of management - Mediation and Collective Bargaining - Recent Labor Relations	The student should be able to perform the following activities: 1. In a two page paper, describe the growth of labor in the United States. 2. List early efforts by the federal government in assisting the labor movement. 3. Define mediation and collective bargaining. 4. Briefly describe three recent labor disputes and their results.	CONCEPT: Industrial and labor relations workers are employed by private industry, labor unions and federal, state, and local governments. OBJECTIVE: The student should be able to name some of the job duties and responsibilities of industrial and labor relations workers.	INDUSTRIAL AND LABOR RELATIONS WORKER: 1. In private industry, the industrial and labor relations worker is a specialist in manpower management. In labor unions, he works with management representatives to negotiate and enforce labor contracts and to settle employee grievances. In government agencies, the worker in this field must see that federal and state labor laws are observed. 2. A college degree is necessary for this job. 3. Salaries usually range from about $12,000 to $24,000 +. 4. The employment opportunities in this field are excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct a time line of the significant developments in the labor movement. 2. Have the students prepare written reports on recent labor problems. 3. Have the students role play labor and management in a dispute. 4. Have the students prepare a bulletin board display of labor movements in the United States. CAREER: 1. Ask an industrial and labor relations worker to speak to the class.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 255 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Industrial Relations Research Association Social Science Building University of Wisconsin Madison, Wisconsin. 53706	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
SOCIAL PROGRESS - Social Security Act (1955) - Public Health Programs - Housing Assistance - New trends in education	The student should be able to perform the following activities: 1. List the characteristics of the Social Security Act. 2. List and describe five current federal health programs. 3. List four federal housing assistance programs. 4. In a three page paper, describe new trends in education under federal sponsorship.	CONCEPT: The expansion in the field of health has created the need for more hospital attendants. OBJECTIVE: The student should be able to name the duties and responsibilities of hospital attendants.	HOSPITAL ATTENDANTS (AIDES AND ORDERLIES) 1. Hospital attendants make beds, carry trays, take pulse rates and temperatures, give baths and alcohol rubs, answer call lights of patients, feed patients, etc. 2. A high school education is preferred. 3. Salaries range from about $50 to $72.50 a week. 4. The employment opportunities in this field are good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct a time line of social programs begun by the federal government. 2. Have the students prepare reports on current social programs sponsored by the federal government. 3. Have the students debate social welfare in the United States. 4. Have the students prepare a bulletin board display on social progress in the United States. CAREER: 1. Ask a hospital attendant to speak to the class.	CURRICULUM: 1. Harlandale Audio-Visual Center: filmstrip- K-11 How Government Helps the People CAREER: 1. School Counselor or Librarian: SRA Occupational Brief #.236 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Hospital Association 840 North Lake Shore Drive Chicago, Illinois 60611	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
CONSUMER CREDIT: - Definition - Installment buying - Credit - Loans - Consumer Credit Laws of Texas - Importance of consumer education	The student should be able to perform the following activities: 1. Define consumer credit. 2. List the problems of credit and installment buying. 3. In a two page paper, describe the reasons for protecting a person's credit rating. 4. List at least two types of loans. 5. Write a one page paper discussing the importance of consumer education.	CONCEPT: Credit is a common household work today. In a country where a trip around the world can be bought on credit, there is an increasing number of jobs for credit workers. OBJECTIVE: The student should be able to list at least four jobs performed by credit workers.	CREDIT WORKERS: 1. There are many jobs in credit work: credit application clerk, investigation clerk, credit authorizer, credit information clerk, credit manager, bookkeepers, accounting clerks, bill adjusters, typists, credit counselors, credit collectors, etc. 2. At least a high school diploma is required for most credit work. 3. Beginning salaries for clerical workers is usually from $65 to $80 a week. Experienced workers earn from $80 to $150 weekly. Executives may earn from $8,000 to $20,000 a year. 4. The long-range employment outlook in this area is good.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct a chart of the types of consumer credit. 2. Have the students construct a chart of fraudulent and misleaking advertisement. 3. Have the students debate stronger protection of the consumer in installment purchases. 4. Have the students prepare a bulletin board display on the consumer in the United States today. CAREER: 1. Ask a credit worker to speak to the class about his work.	CURRICULUM: 1. Education Service Center, Region 20: 16mm films- 8911 Consumer Education Budgeting 8912 Consumer Education Installment Buying 8114 Label Logic CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 94 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: Associated Credit Bureaus of America 6707 Southwest Freeway Houston, Texas 77036	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
INTERNATIONAL ORGANIZATION MEMBERSHIP - United Nations	The student should be able to perform the following activities: 1. In a three page paper, describe the formation of the United Nations. 2. List the non-member nations in the United Nations. 3. List five major functions of the United Nations. 4. In a two page paper, describe the functions of the Security Council.	CONCEPT: The United Nations has special agencies dealing with the nutritional needs of people of the world. Dietitians are an integral part of these agencies. OBJECTIVE: The student should be able to name at least four jobs in which dietitians are needed.	DIETITIAN (DIETICIAN): 1. Dietitians plan diets and menus, supervise food preparation and service, manage and administer food-service activities, etc. 2. A college degree in nutrition or institution management is usually necessary. 3. Salaries usually range from $6,000 to $15,000 +. 4. The employment outlook in this field is excellent. There is a need for about 2000 new graduates a year.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students locate on a map of the world the member nations of the United Nations. 2. Have the students prepare a chart of the political structure of the United Nations. 3. Have the students construct a chart of the functions of the United Nations. 4. Have the students role play a special called session of the Security Council. CAREER: 1. Ask a dietitian to speak to the class about his work.	CURRICULUM: 1. Harlandale Audio-Visual Center: filmstrip- M-8 The United Nations CAREER: 1. Harlandale Audio-Visual Center: cassette tape- Cas.T.-37 Dietitian magnetic tape- Mag.T. Dietician 2. School Counselor or Librarian- SRA Occupational Brief # 71 Dictionary of Occupational Titles Occupational Outlook Handbook	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE "ISMS" - Anarchism - Capitalism - Communism - Empirical Collectivism - Fascism - Guild Socialism - Monarchism - Nayism - Socialism - Syndicalism - Totalitarian-ism	The student should be able to perform the following activities: 1. Name and define five "isms." 2. In a two page paper, describe each of the "isms." 3. Be able to compare freedoms under each "ism." 4. Compare each "ism" to capitalism in the United States today.	CONCEPT: The theory of socialism includes the public ownership of certain key industries, such as steel. OBJECTIVE: The student should be able to name at least three jobs in the steel industry.	STEEL WORKERS: 1. There are many workers involved in the production of steel. Some of these are the stockhouse men, skip operators, stove tenders, blowers, keepers, hot-metal cranemen, door operators, melters, ladle cranemen, pourer, etc. 2. A high school graduate is preferred for jobs in this field. 3. The minimum hourly rate for the lowest job classification in the steel industry in 1970 was about $2.77. The average weekly pay is about $110. 4. The demand for workers in this area should remain somewhat constant. There are about 12,000 openings a year in this field.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students prepare written reports on each of the "isms." 2. Have the students on a map of the world locate areas which practice the "isms." 3. Have the students construct a chart comparing each "ism." 4. Have the students prepare a bulletin board display on the "isms." CAREER: 1. If possible, arrange to have someone who works in the steel industry to speak to the class about job opportunities in the steel industry.	CURRICULUM: 1. Harlandale Audio-Visual Center: filmstrips- M-67-M-72 Democracy - What You Should Know About it and Why (series) M-73-M-80 Communism - What You Should Know About it and Why (series) CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 84 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: United Steel Workers of America 1500 Commonwealth Building Pittsburgh, Pennsylvania 15227	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
STUDY OF COMPARATIVE GOVERNMENT - United States of America - Great Britain - France - Germany - Union of Soviet Socialist Republics	The student should be able to perform the following activities: 1. In a two page paper, describe the government in the United States. 2. In a two page paper, compare the parliamentary forms of government in Great Britain and France. 3. Summarize and compare to the United States the governments in Germany and Russia.	CONCEPT: One area of government priority in the USSR is aerospace. With the advent of space flight, there became a need for aerospace engineers. OBJECTIVE: The student should be able to name two areas of specialization for aerospace engineers.	AEROSPACE ENGINEER: 1. An aerospace engineer plans, designs, develops, tests, and supervises production of aircraft, missiles, and rockets. 2. At least a bachelor's degree in aeronautical engineering is necessary. A graduate degree is preferable for many positions. 3. The salaries range from about $9,000 to $20,000 + yearly. 4. The demand in this field is not as great as it has been in previous years.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students construct a chart comparing the five forms of government. 2. Have the students role play life under each form of government. 3. Have the students debate the advantages and disadvantages of each form of government. 4. Have the students give oral reports on the five forms of government studied. CAREER: 1. Ask an aerospace engineer to speak to the class about his work.	CURRICULUM: CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 201 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Harlandale Audio-Visual Center: magnetic tapes- Mag.T. Engineering Mag.T. Types of Engineering	

CURRICULUM CONCEPT	CURRICULUM PERFORMANCE OBJECTIVE	CAREER CONCEPT AND CAREER PERFORMANCE OBJECTIVE	CAREER INFORMATION
THE CAPITAL: WASHINGTON D.C.	The student should be able to perform the following activities: 1. Name ten buildings located in Washington, D.C. 2. In a two page paper, describe selected government buildings in Washington, D.C. 3. List five major tourist attractions other than buildings in Washington, D.C.	CONCEPT: Much of the beauty of Washington, D.C. is due to the beautiful landscapes. Landscape architecture is a rewarding career. OBJECTIVE: The student should be able to explain the type of work done by a landscape architect.	LANDSCAPE ARCHITECT: 1. Landscape architects plan grounds and landscaping of subdivisions, parks, housing projects, shopping centers, zoos and museums, parkways, monuments, etc. 2. A college degree in landscape architecture is necessary. 3. Salaries range from about $5,200 to $25,000 +. 4. Employment opportunities are excellent.

SUGGESTED TEACHING METHODS	AUDIO-VISUAL AND RESOURCE MATERIALS	TEACHER'S COMMENTS
CURRICULUM: 1. Have the students locate on a map of Washington, D.C. the major government buildings. 2. Have the students construct a model of a government building. 3. Have the students take an imaginary tour of Washington, D.C. 4. Have the students prepare a bulletin board display of Washington, D.C. CAREER: 1. Ask a landscape architect to speak to the class.	CURRICULUM: 1. San Antonio Public Library: 16mm film- Heart of America 2. Education Service Center, Region 20: 16mm film- 80037 Focus on the Capitol 3. Harlandale Audio-Visual Center: 16mm film- 16-456 Washington D.C., Capitol City USA CAREER: 1. School Counselor or Librarian: SRA Occupational Brief # 187 Dictionary of Occupational Titles Occupational Outlook Handbook 2. Write to: American Institute of Landscape Architects 3757 Wilshire Blvd. Los Angeles, California 90005	

APPENDIX

SUGGESTIONS FOR TEACHING-LEARNING ACTIVITIES

Introduction to Vocations should be a lively, student-centered and activity-filled course. Lecture sessions should be held to a minimum.

Below are listed ideas which might be helpful in planning for varied types of teaching-learning situations. Add to these as the year progresses.

1. Interviews
2. Skits
3. Theme writing
4. Bulletin Boards
5. Debates
6. General Discussion
7. Small group discussion
8. Committee work
9. Individual or group study
10. Oral reports
11. Newspaper articles
12. Field trips
13. Movies
14. Filmstrips
15. Slides
16. Overhead and/or opaque projections
17. Collect want ads
18. Write want ads
19. Employment Security Commission job lists
20. Exhibits
21. Collect materials
22. Observation
23. Role playing
24. Resource person
25. Brainstorming
26. Games
27. Research projects
28. Demonstrations
29. Prepare lists
30. Radio and Television Programs
31. Projects
32. Illustrations
33. Chalktalks
34. Panel discussions
35. Make files
36. Tests
37. Problem solving
38. Prepare charts and graphs
39. Window displays
40. Write letters
41. Assigned reading
42. Thought problems
43. Prepare speeches
44. Notebooks
45. Scrapbooks
46. Lecture

(From Introduction to Vocations, Teacher's Guide, Course Number 799, July, 1965, prepared by H. E. Beam and J. R. Clary, North Carolina)

CAREER DEVELOPMENT CONCEPTS

Work has dignity.

Individuals work to meet personal and social needs.

People work for various rewards or satisfactions.

School is part of the preparation for a career.

Individuals need special training for some careers.

Individuals are people, thing or idea oriented.

In many careers cooperation among workers is essential.

Some workers produce goods; others produce services.

Specialization leads to interdependency among people.

Positions are related within job families.

Careers are grouped by job families.

Supply and demand help determine career choice.

Career choice affects the individual's total life.

Geographical location determines kinds of work found therein.

Technological and sociological changes eliminate and create jobs.

Individuals need a good general education as preparation for a changing world.

School subjects have significance for career exploration.

Leisure time activities affect career choice.

Career choice is a developmental process.

Individuals differ in their abilities, interests, attitudes, and values.

Exploratory work experience helps improve knowledge about careers.

Interaction with workers help improve knowledge about careers.

Observation of people at work helps improve knowledge about careers.

Workers of the future may have to retrain two or more times during a lifetime.

Information about careers is needed by all individuals.

Individuals live in a particular geographical location due to the nature of their work.

Information about abilities, aptitudes, and achievement, and acceptance of this information help individuals make more realistic career decisions.

Individuals' socio-economic backgrounds affect career choices.

A satisfying career contributes to mental health.

Relating attitudes and interests to characteristics of careers improves probability of satisfaction with career choice.

Relating career possibilities to school subjects helps improve student motivation.

The individual's attitudes affect success in a career.

Individuals are attracted to careers due to the relationship of the characteristics of the careers to the life styles of workers.

OCCUPATIONAL CLUSTERS

Business and Office Occupations

Marketing and Distribution

Communications and Media Occupations

Construction

Manufacturing

Transportation

Agri-Business and Natural Resources

Marine Science

Environmental Control Occupations

Public Services

Health Occupations

Hospitality and Recreation

Personal Services

Fine Arts and Humanities

Consumer and Homemaking Related

THE DECLARATION OF INDEPENDENCE

In Congress, July 4, 1776

The Unanimous Declaration of the Thirteen United States of America

When, in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these, are Life, Liberty, and the pursuit of Happiness. That, to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, that, whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established, should not be changed for light and transient causes; and, accordingly, all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But, when a long train of abuses and usurpations, pursuing invariably the same Object, evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government and to provide new Guards for their future security. -- Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world. --

He has refused his Assent to Laws the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature; a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining, in the meantime, exposed to all the dangers of

invasion from without, and convulsions within.

He has endeavored to prevent the population of these States; for that purpose, obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harass our people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies, without the Consent of our legislatures.

He has affected to render the Military independent of, and superior to, the Civil power.

He has combined, with others, to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For quartering large bodies of armed troops among us:

For protecting them by a mock Trial, from punishment, for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing Taxes on us without our Consent:

For depriving us, in many cases, of the benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offenses:

For abolishing the free System of English Laws in a neighboring Province, establishing therein an Arbitrary government, and enlarging its Boundaries, so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering, fundamentally, the Forms of our Governments:

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection, and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

He is, at this time, transporting large Armies of foreign Mercenaries to complete the works of death, desolation, and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens, taken Captive on the high Seas, to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic insurrections amongst us, and has endeavored to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions, We have Petitioned for Redress, in the most humble

terms; our repeated Petitions have been answered only by repeated injury. A Prince, whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

Nor have we been wanting in attentions to our British brethren. We have warned them, from time to time, of attempts made by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

We, therefore, the Representatives of the United States of America, in General Congress, Assembled, appealing to the Supreme Judge of the World for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be, Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain is, and ought to be, totally dissolved: and that, as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And, for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.

The foregoing Declaration was, by order of Congress, engrossed, and signed by the following members:

New Hampshire
- Josiah Bartlett
- William Whipple
- Matthew Thornton

Massachusetts Bay
- Samuel Adams
- John Adams
- Robert Treat Paine
- Elbridge Gerry

Rhode Island
- Stephen Hopkins
- William Ellery

Connecticut
- Roger Sherman
- Samuel Huntington
- William Williams
- Oliver Wolcott

New York
- William Floyd
- Philip Livingston
- Francis Lewis
- Lewis Morris

New Jersey
- Richard Stockton
- John Witherspoon
- John Hancock
- Francis Hopkinson
- John Hart
- Abraham Clark

Pennsylvania
- Robert Morris
- Benjamin Rush
- Benjamin Franklin
- John Morton
- George Clyner
- James Smith
- George Taylor
- James Wilson
- George Ross

Delaware
- Caesar Rodney
- George Read
- Thomas M'Kean

Maryland
- Samuel Chase
- William Paca
- Thomas Stone
- Charles Carroll, of Carrollton

Virginia
- George Wythe
- Richard Henry Lee

STATE BY STATE -- THE CONSTITUTION WAS APPROVED:

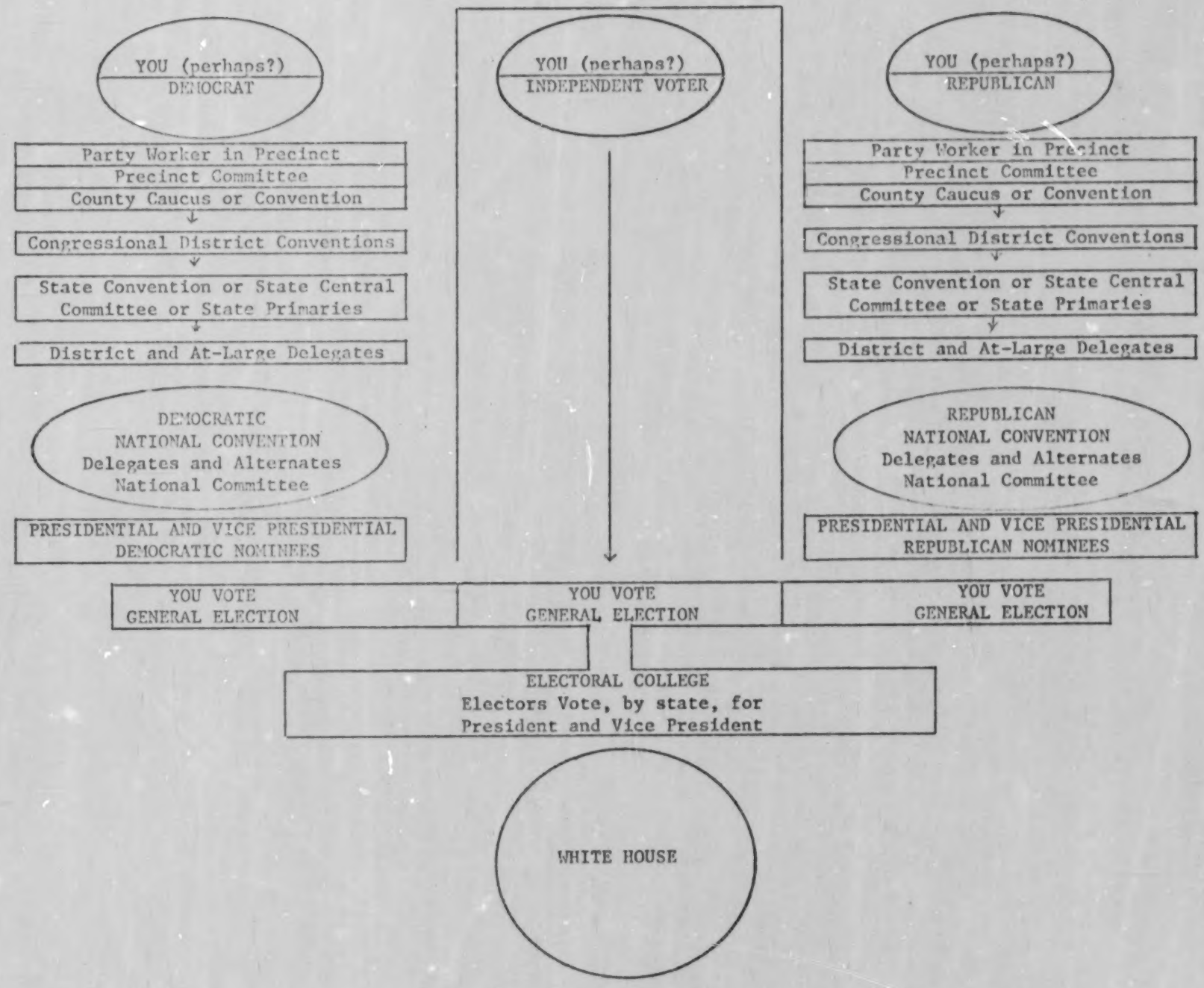
		the vote on RATIFICATION	
	Date Approved	For	Against
1. Delaware	12/7/1787	Unanimous	
2. Pennsylvania	12/12/1787	46	23
3. New Jersey	12/18/1787	Unanimous	
4. Georgia	1/2/1788	Unanimous	
5. Connecticut	1/9/1788	128	40
6. Massachusetts	2/6/1788	187	168
7. Maryland	4/28/1788	63	11
8. South Carolina	5/23/1788	149	73
9. New Hampshire	6/21/1788	57	46
10. Virginia	6/26/1788	89	79
11. New York	7/26/1788	30	27
12. North Carolina	11/21/1789	197	77
13. Rhode Island	5/29/1790	34	32

PRESIDENTS OF THE UNITED STATES

No.		Native State		
1	George Washington (1732-1799)	Va.	Federalist	1798-1797
2	John Adams (1735-1826)	Mass.	Federalist	1797-1801
3	Thomas Jefferson (1743-1826)	Va.	Rep.-Dem.	1801-1809
4	James Madison (1751-1836)	Va.	Rep.-Dem.	1809-1817
5	James Monroe (1758-1831)	Va.	Rep.-Dem.	1817-1825
6	John Quincy Adams (1767-1848)	Mass.	Rep.-Dem.	1825-1829
7	Andrew Jackson (1767-1848)	S.C.	Democrat	1829-1837
8	Martin Van Buren (1782-1862)	N.Y.	Democrat	1837-1841
9	William Henry Harrison (1773-1841)	Va.	Whig	1841
10	John Tyler (1790-1862)	Va.	Democrat	1841-1845
11	James Knox Polk (1795-1849)	N.C.	Democrat	1845-1849
12	Zachary Taylor (1784-1850)	Va.	Whig	1849-1850
13	Millard Fillmore (1800-1874)	N.Y.	Whig	1850-1853
14	Franklin Pierce (1804-1869)	N.H.	Democrat	1853-1857
15	James Buchanan (1791-1868)	Pa.	Democrat	1957-1861
16	Abraham Lincoln (1809-1865)	Ky.	Republican	1861-1865
17	Andrew Johnson (1808-1875)	N.C.	Republican	1865-1869
18	Ulysses S. Grant (1822-1885)	Ohio	Republican	1869-1877
19	Rutherford B. Hayes (1822-1893)	Ohio	Republican	1877-1971
20	James A. Garfield (1831-1881)	Ohio	Republican	1881
21	Chester A. Arthur 1830-1886)	Vt.	Republican	1881-1885
22	Grover Cleveland (1837-1908)	N.J.	Democrat	1885-1889
23	Benjamin Harrison (1833-1901)	Ohio	Republican	1889-1893
24	Grover Cleveland (1837-1908)	N.J.	Democrat	1893-1897
25	William McKinley (1843-1901)	Ohio	Republican	1897-1901
26	Theodore Roosevelt (1858-1919)	N.Y.	Republican	1901-1909
27	William H. Taft (1857-1930)	Ohio	Republican	1909-1913
28	Woodrow Wilson (1856-1924)	Va.	Democrat	1913-1921
29	Warren G. Harding (1865-1923)	Ohio	Republican	1921-1923
30	Calvin Coolidge (1872-1933)	Vt.	Republican	1923-1929
31	Herbert C. Hoover (1874-1964)	Iowa	Republican	1929-1933
32	Franklin D. Roosevelt (1882-1945)	N.Y.	Democrat	1933-1945
33	Harry S. Truman (1884-1972)	Mo.	Democrat	1945-1953
34	Dwight D. Eisenhower (1890-1969)	Texas	Republican	1953-1961
35	John F. Kennedy (1917-1963)	Mass.	Democrat	1961-1963
36	Lyndon B. Johnson (1908-1973)	Texas	Democrat	1963-1969
37	Richard M. Nixon (1913-)	Cal.	Republican	1969-

NICKNAMES OF THE STATES

Aloha State	Hawaii	Hawkeye State	Iowa
Badger State	Wisconsin	Heart of Dixie	Alabama
Bay State	Massachusetts	Hoosier State	Indiana
Bayou State	Mississippi	Jaywalker State	Kansas
Bear State	Arkansas	Keystone State	Pennsylvania
Beaver State	Oregon	Last Frontier	Alaska
Beehive State	Utah	Little Rhody	Rhode Island
Big Bend State	Tennessee	Lone Star State	Texas
Bluegrass State	Kentucky	Magnolia State	Mississippi
Blue Hen State	Delaware	Mother of Presidents	Virginia
Bonanza State	Montana	Mother of States	Virginia
Buckeye State	Ohio	Mountain State	West Virginia
Centennial State	Colorado	North Star State	Minnesota
Constitution State	Connecticut	Nutmeg State Old	Connecticut
Corncracker State	Kentucky	Old Dominion	Virginia
Cornhusker State	Nebraska	Old Line State	Maryland
Cotton State	Alabama	Old North State	North Carolina
Coyote State	South Dakota	Palmetto State	South Carolina
Cracker State	Georgia	Panhandle State	West Virginia
Creole State	Louisiana	Peach State	Georgia
Dark and Bloody Ground	Kentucky	Pelican State	Louisiana
Diamond State	Delaware	Peninsular State	Florida
Empire State	New York	Pine Tree State	Maine
Empire State of the South	Georgia	Prairie State	Illinois
Equality State	Wyoming	Sagebrush State	Nevada
Evergreen State	Washington	Sage Hen State	Nevada
First State	Delaware	Show-me State	Missouri
Flickertail State	North Dakota	Silver State	Nevada
Free State	Maryland	Sioux State	North Dakota
Garden State	Kansas, New Jersey	Sooner State	Oklahoma
Gem State	Idaho	Sucker State	Illinois
Golden State	California	Sunflower State	Kansas
Gopher State	Minnesota	Sunshine State	Florida, South Dakota
Grand Canyon State	Arizona	Tar Heel State	North Carolina
Granite State	New Hampshire	Treasure State	Montana
Green Mountian State	Vermont	Volunteer State	Tennessee
	Wolverine State	Wisconsin	


YOU (perhaps?)
DEMOCRAT
Party Worker in Precinct
Precinct Committee
County Caucus or Convention
Congressional District Conventions
State Convention or State Central Committee or State Primaries
District and At-Large Delegates
DEMOCRATIC NATIONAL CONVENTION
Delegates and Alternates
National Committee
PRESIDENTIAL AND VICE PRESIDENTIAL DEMOCRATIC NOMINEES
YOU (perhaps?)
INDEPENDENT VOTER
YOU (perhaps?)
REPUBLICAN
Party Worker in Precinct
Precinct Committee
County Caucus or Convention
Congressional District Conventions
State Convention or State Central Committee or State Primaries
District and At-Large Delegates
REPUBLICAN NATIONAL CONVENTION
Delegates and Alternates
National Committee
PRESIDENTIAL AND VICE PRESIDENTIAL REPUBLICAN NOMINEES
YOU VOTE GENERAL ELECTION
YOU VOTE GENERAL ELECTION
YOU VOTE GENERAL ELECTION
ELECTORAL COLLEGE
Electors Vote, by state, for President and Vice President
WHITE HOUSE

BEST COPY AVAILABLE

	Date Entered Union	Order of Entry	Capital
Alabama	Dec. 14, 1819	22	Montgomery
Alaska	Jan. 3, 1959	49	Juneau
Arizona	Feb. 14, 1912	48	Phoenix
Arkansas	June 15, 1836	25	Little Rock
California	Sept. 9, 1850	31	Sacramento
Colorado	Aug. 1, 1876	38	Denver
Connecticut	Jan. 9, 1788	5	Hartford
Delaware	Dec. 7, 1787	1	Dover
Florida	Mar. 3, 1845	27	Tallahassee
Georgia	Jan. 2, 1788	4	Atlanta
Hawaii	Aug. 21, 1959	50	Honolulu
Idaho	July 3, 1890	43	Boise
Illinois	Dec. 3, 1818	21	Springfield
Indiana	Dec. 11, 1816	19	Indianapolis
Iowa	Dec. 28, 1846	29	Des Moines
Kansas	Jan. 29, 1861	34	Topeka
Kentucky	June 1, 1792	15	Frankfort
Louisiana	Apr. 30, 1812	18	Baton Rouge
Maine	Mar. 15, 1820	23	Augusta
Maryland	Apr. 28, 1788	7	Annapolis
Massachusetts	Feb. 6, 1788	6	Boston
Michigan	Jan. 26, 1837	26	Lansing
Minnesota	May 11, 1858	32	St. Paul
Mississippi	Dec. 10, 1817	20	Jackson
Missouri	Aug. 10, 1821	24	Jefferson City

THE FIFTY STATES

	Date Entered Union	Order of Entry	Capital
Montana	Nov. 8, 1899	41	Helena
Nebraska	Mar. 1, 1867	37	Lincoln
Nevada	Oct. 31, 1864	36	Carson City
New Hampshire	June 21, 1788	9	Concord
New Jersey	Dec. 18, 1737	3	Trenton
New Mexico	Jan. 6, 1912	47	Santa Fe
New York	July 26, 1788	11	Albany
North Carolina	Nov. 21, 1789	12	Raleigh
North Dakota	Nov. 2, 1889	39	Bismarck
Ohio	Mar. 1, 1803	17	Columbus
Oklahoma	Nov. 16, 1907	46	Oklahoma City
Oregon	Feb. 14, 1859	33	Salem
Pennsylvania	Dec. 12, 1787	2	Harrisburg
Rhode Island	May 29, 1790	13	Providence
South Carolina	May 23, 1788	8	Columbia
South Dakota	Nov. 2, 1889	40	Pierre
Tennessee	June 1, 1796	16	Nashville
Texas	Dec. 29, 1845	28	Austin
Utah	Jan. 4, 1896	45	Salt Lake City
Vermont	Mar. 4, 1791	14	Montpelier
Virginia	June 25, 1788	10	Richmond
Washington	Nov. 11, 1889	42	Olympia
West Virginia	June 20, 1863	35	Charleston
Wisconsin	May 29, 1848	30	Madison
Wyoming	July 10, 1890	44	Cheyenne

CONSTITUTIONAL RIGHTS

1. Writ of habeas corpus requires prompt justice for any prisoner. Art. I, Sec. 9.
2. Bills of attainder and ex post facto laws prohibited. Art. I, Secs. 9, 10.
3. Jury trial in criminal cases, Art. III, Sec. 3; in civil cases, 7th Amendment.
4. Treason narrowly defined to protect innocent and heirs of guilty. Art. III.
5. Laws vs. freedoms of speech, religion, press, or assembly forbidden. 1st Amendment.
6. Peacetime right to refuse quartering of soldiers in one's home. 3rd Amendment.
7. Protection vs. unreasonable searches and seizures. 4th Amendment.
8. Double jeopardy forbidden; no criminal prosecution unless grand jury indicts; no one compelled to testify against self- due process of law to protect life, liberty, property. 5th Amendment.
9. Prompt, public trial of accused person in state and district of the crime; charges and witnesses to be presented; right to legal counsel. 6th Amendment.
10. Jury trial in civil cases involving $20 or more in value. 7th Amendment.
11. Excessive bail or fines and cruel punishments prohibited. 8th Amendment.
12. Freedom to vote irrespective of race, color, sex; qualifications must apply to all. 15th and 19th Amendments.
13. State laws must not impair obligations of a contract. Art. I, Sec. 10.
14. Each state must give citizens of other states the same privileges and immunities as those accorded to its own citizens. 14th Amendment.
15. Each state must give full faith and credit to acts of other states. Art. IV.

CONSTITUTIONAL CASES

1. Marbury v. Madison (1803): voided act of Congress giving court greater jurisdiction than that fixed in Art. III.

2. Dartmouth Coll. v. Woodward (1819): corporate charters cannot be nullified by a state.

3. McCulloch v. Md. (1819): state connot tax (and thus possibly destroy) a U.S. instrumentality.

4. Dred Scott v. Sanford (1857): slave not a citizen with right to sue in U.S. courts.

5. Wabash, St. Louis, and Pacific v. Ill. (1886): state cannot regulate that portion of interstate journey in state.

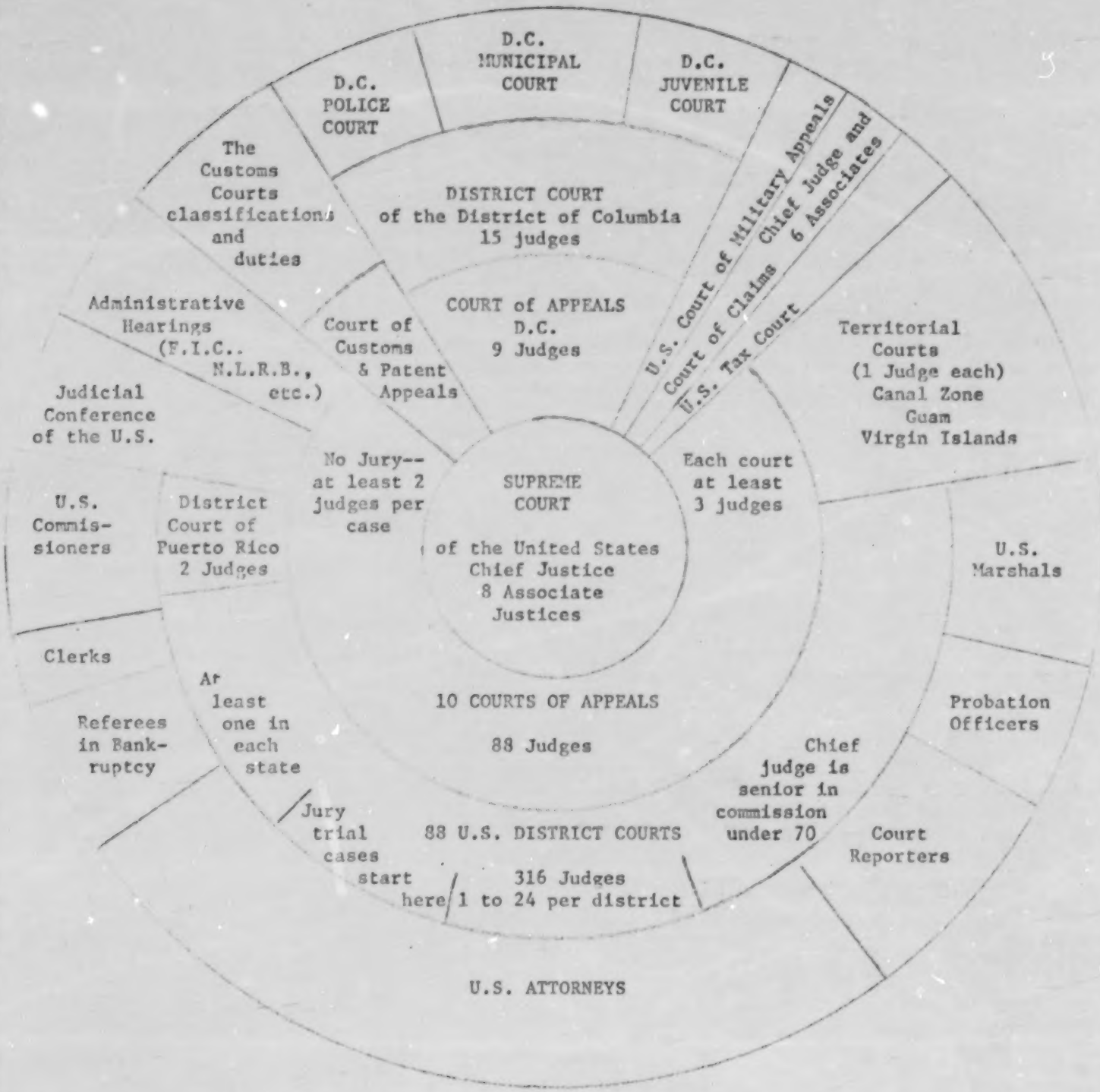
6. Lochner v. N.Y. (1905): state fixing of maximum hrs. violates freedom of contract (14th Amend.). Reversed in Bunting v. Oregon, 1917).

7. Adking v. Children's Hospital (1923): federal regulation of minimum wages unconstitutional (reversed in West Coast Hotes v. Parrish, 1937).

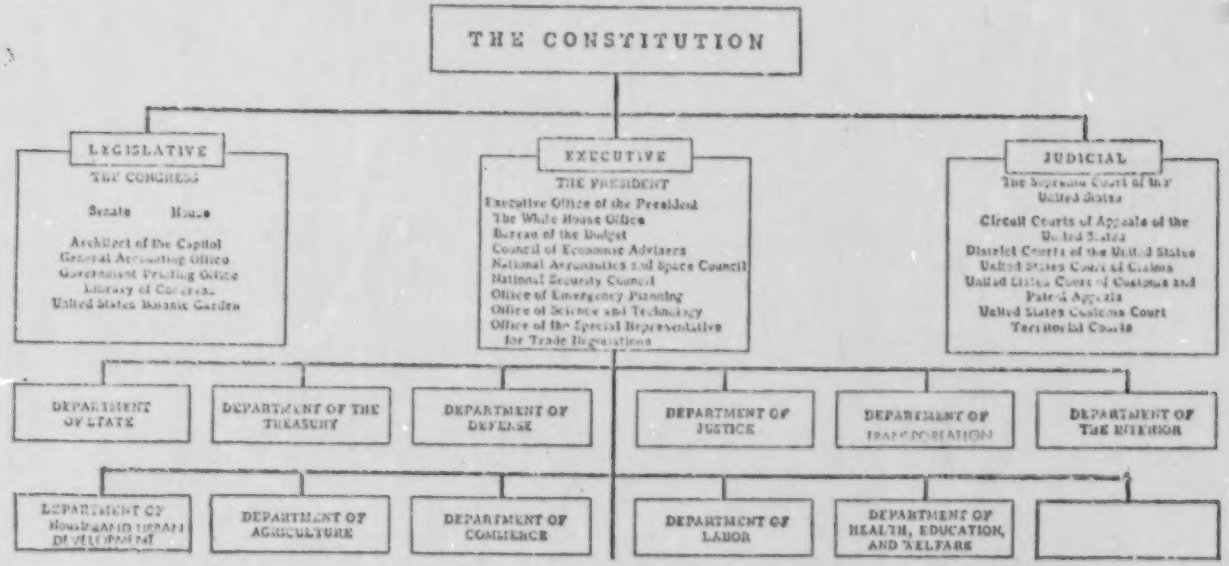
8. N.L.R.B. v. Jones & Laughlin (1937): industries organized on natl. scale are subject to interstate commerce power of Congress.

9. U.S. v. Darby (1941): upheld Fair Labor Standards Act setting maximum hrs. and minimum wages and also prohibiting interstate shipment of goods produced by child labor.

10. Brown v. Bd. of Educ. of Topeka (1954): race segregation in public schools unconstitutional (reversing "separate but equal" doctrine of Plessy v. Ferguson, 1896).


D.C. POLICE COURT
D.C. MUNICIPAL COURT
D.C. JUVENILE COURT
U.S. Court of Military Appeals Chief Judge and 6 Associates
Court of Claims
U.S. Tax Court
The Customs Courts classifications and duties
DISTRICT COURT of the District of Columbia 15 judges
COURT of APPEALS D.C. 9 Judges
Court of Customs & Patent Appeals
Administrative Hearings (F.I.C., N.L.R.B., etc.)
Judicial Conference of the U.S.
Territorial Courts (1 Judge each) Canal Zone Guam Virgin Islands
No Jury-- at least 2 judges per case
Each court at least 3 judges
SUPREME COURT of the United States Chief Justice 8 Associate Justices
U.S. Commissioners
District Court of Puerto Rico 2 Judges
U.S. Marshals
Clerks
At least one in each state
10 COURTS OF APPEALS 88 Judges
Probation Officers
Referees in Bankruptcy
Chief judge is senior in commission under 70
Jury trial cases start here
88 U.S. DISTRICT COURTS 316 Judges 1 to 24 per district
Court Reporters
U.S. ATTORNEYS

THE GOVERNMENT OF THE UNITED STATES



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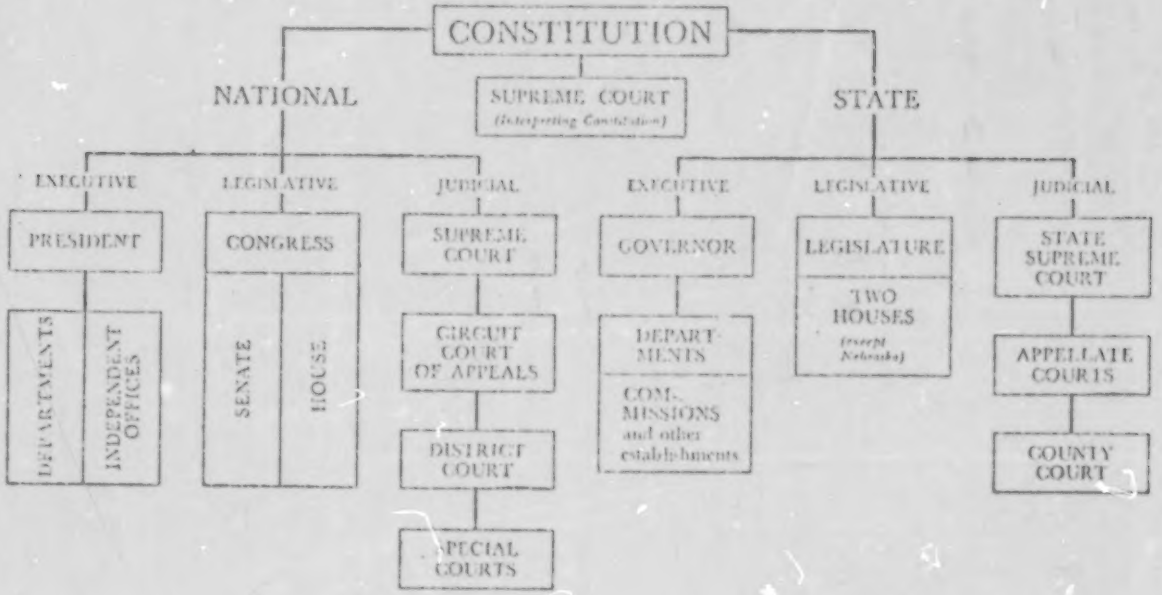
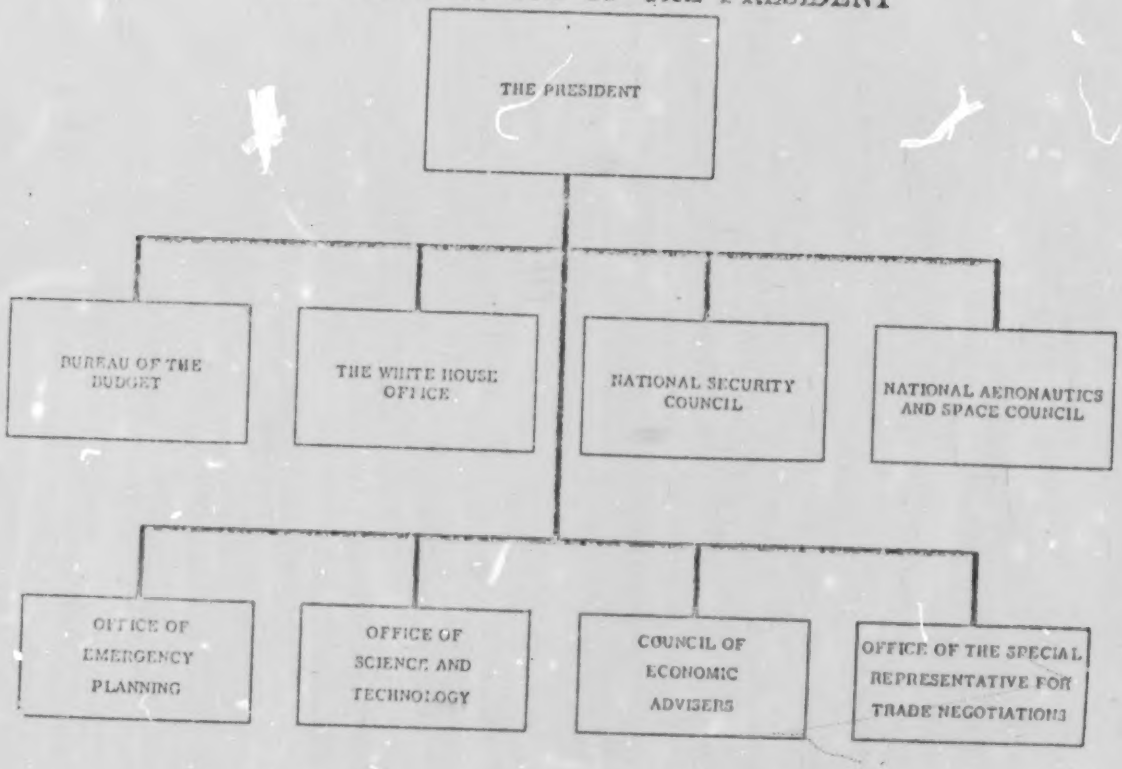
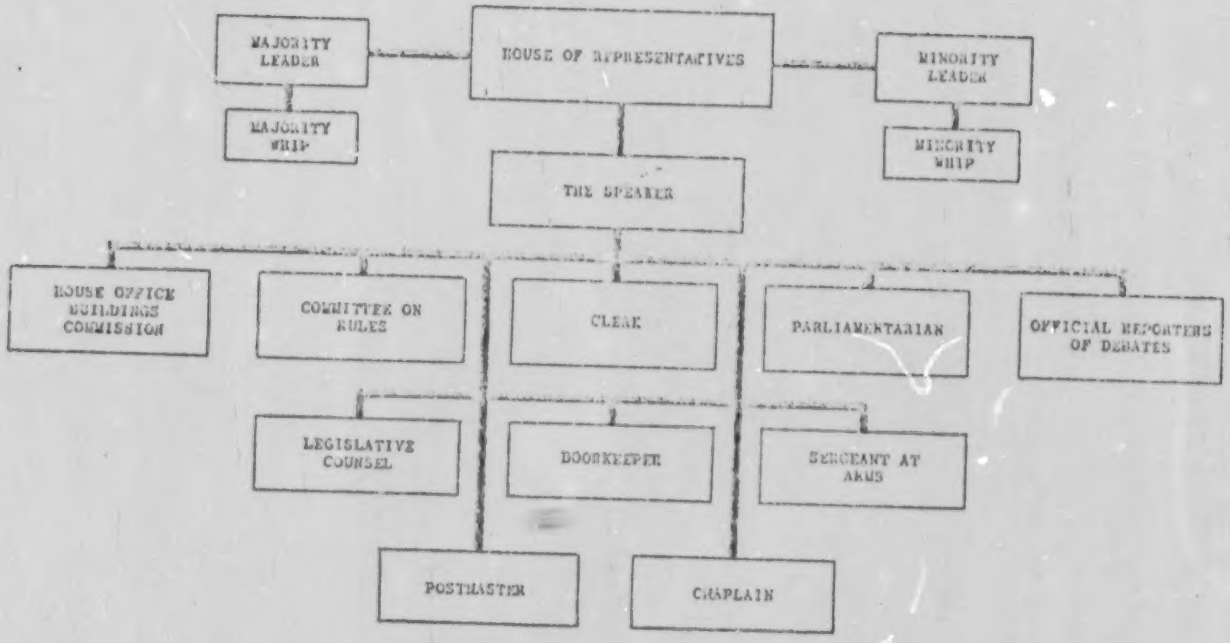
FEDERAL SYSTEM OF THE UNITED STATES

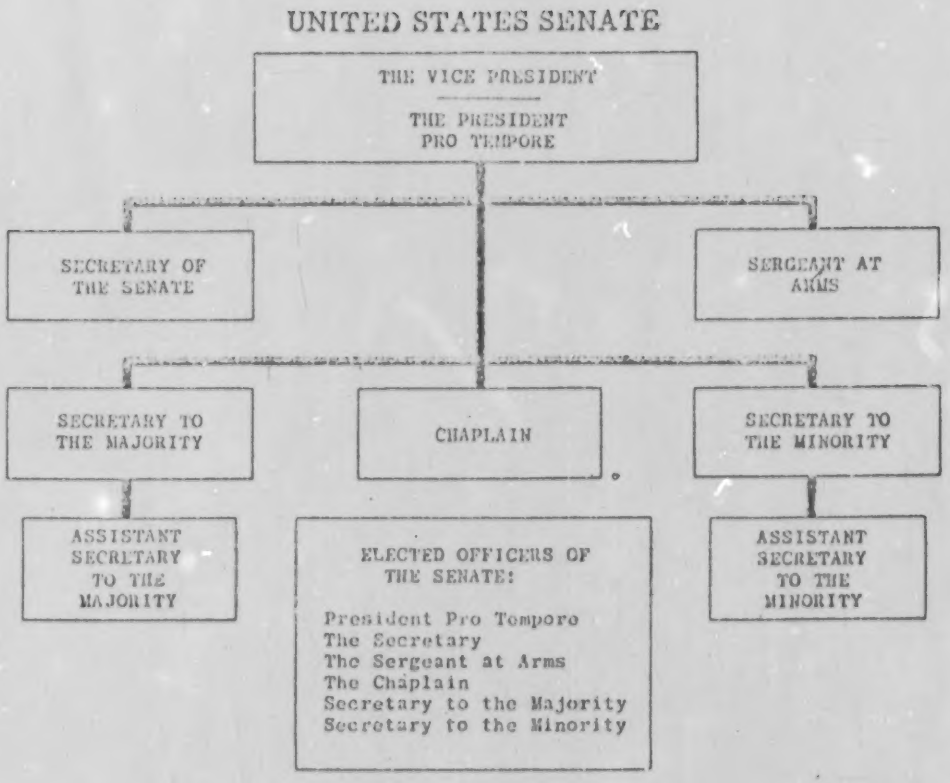


EXECUTIVE OFFICE OF THE PRESIDENT

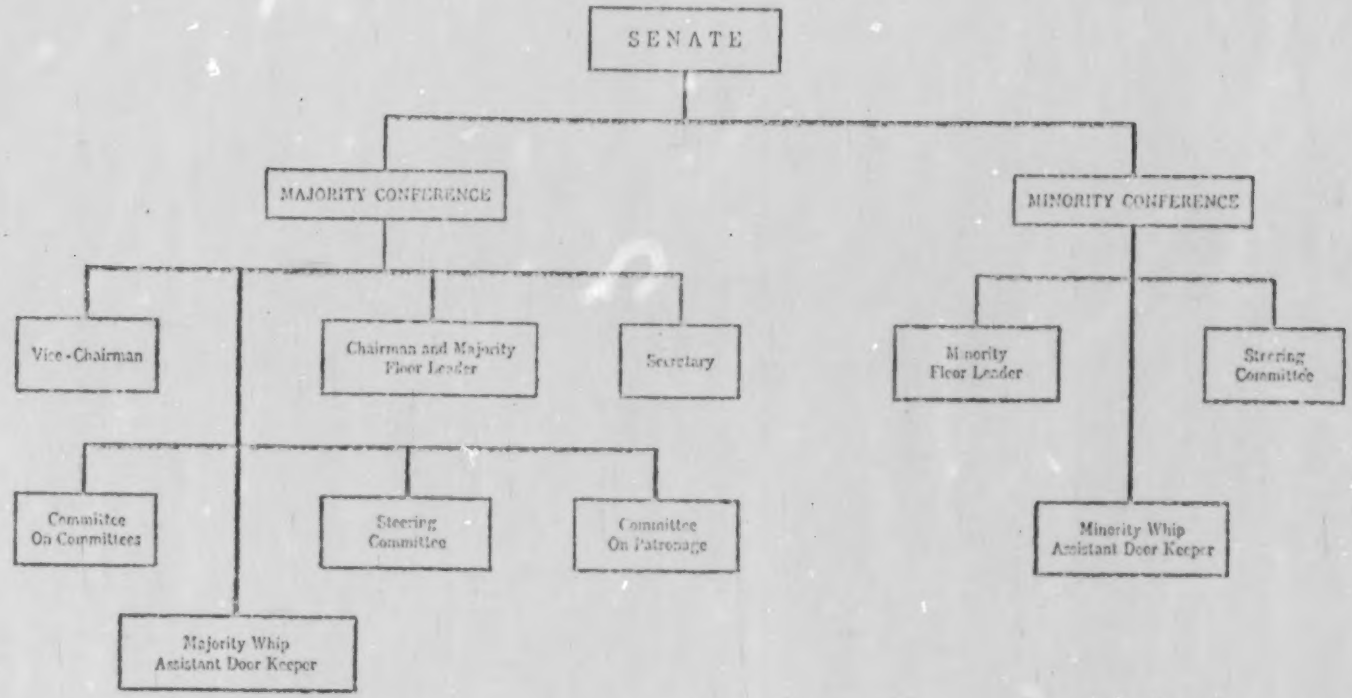


HOUSE OF REPRESENTATIVES

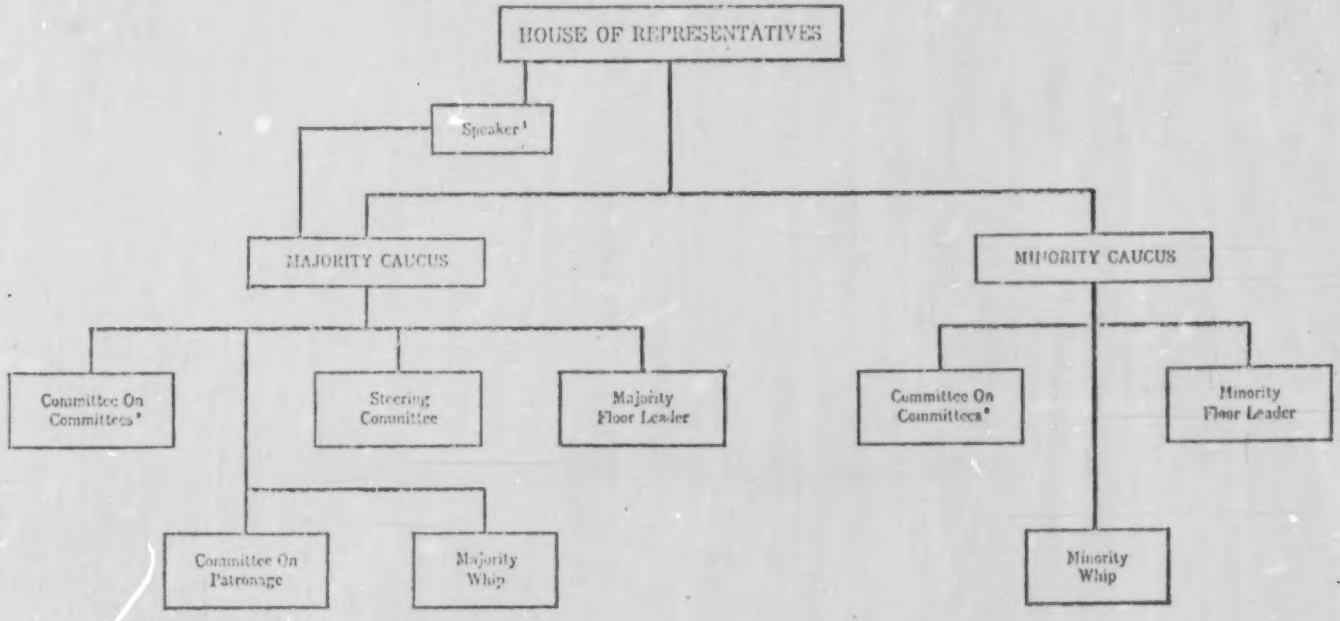



UNITED STATES SENATE
THE VICE PRESIDENT
THE PRESIDENT PRO TEMPORE
SECRETARY OF THE SENATE
SERGEANT AT ARMS
SECRETARY TO THE MAJORITY
CHAPLAIN
SECRETARY TO THE MINORITY
ASSISTANT SECRETARY TO THE MAJORITY
ELECTED OFFICERS OF THE SENATE:
President Pro Tempore
The Secretary
The Sergeant at Arms
The Chaplain
Secretary to the Majority
Secretary to the Minority
ASSISTANT SECRETARY TO THE MINORITY

THE PARTY ORGANIZATION
UNITED STATES SENATE



THE PARTY ORGANIZATION
UNITED STATES HOUSE OF REPRESENTATIVES



[1] The speaker is in fact the choice of the Majority Caucus, though formally selected by a vote of the whole House.

* Members of the Ways and Means Committee in Democratic Organization.

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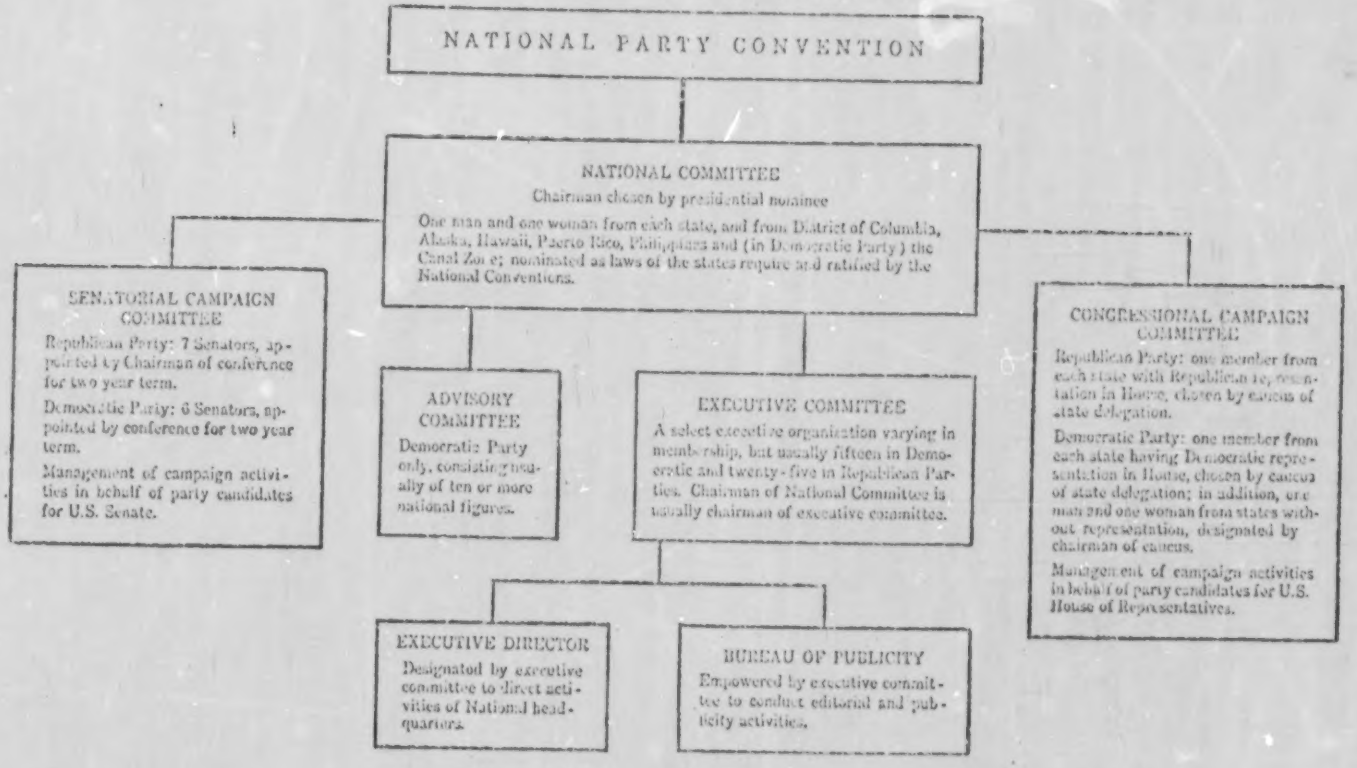
NATIONAL PARTY ORGANIZATION



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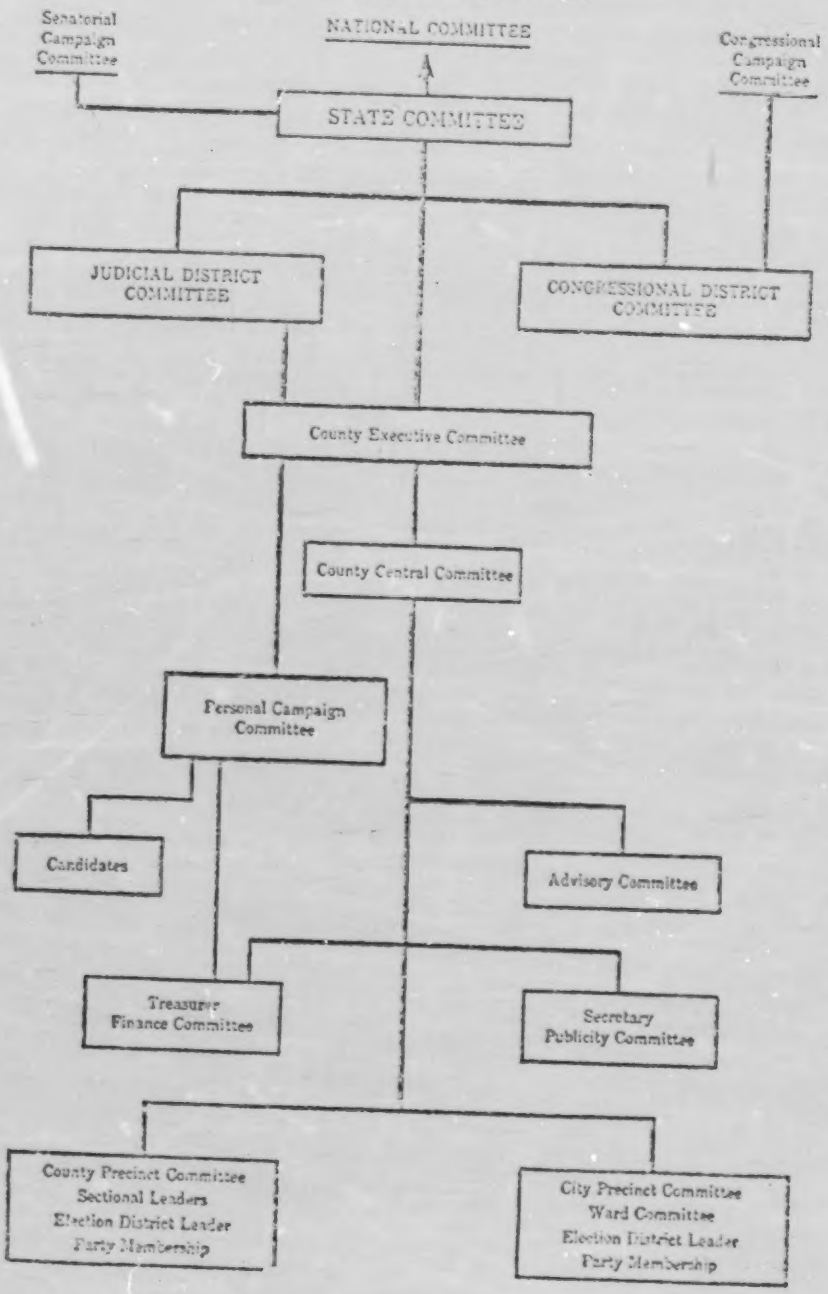
TYPICAL STATE AND LOCAL PARTY ORGANIZATION

Utah Party Committee Organization



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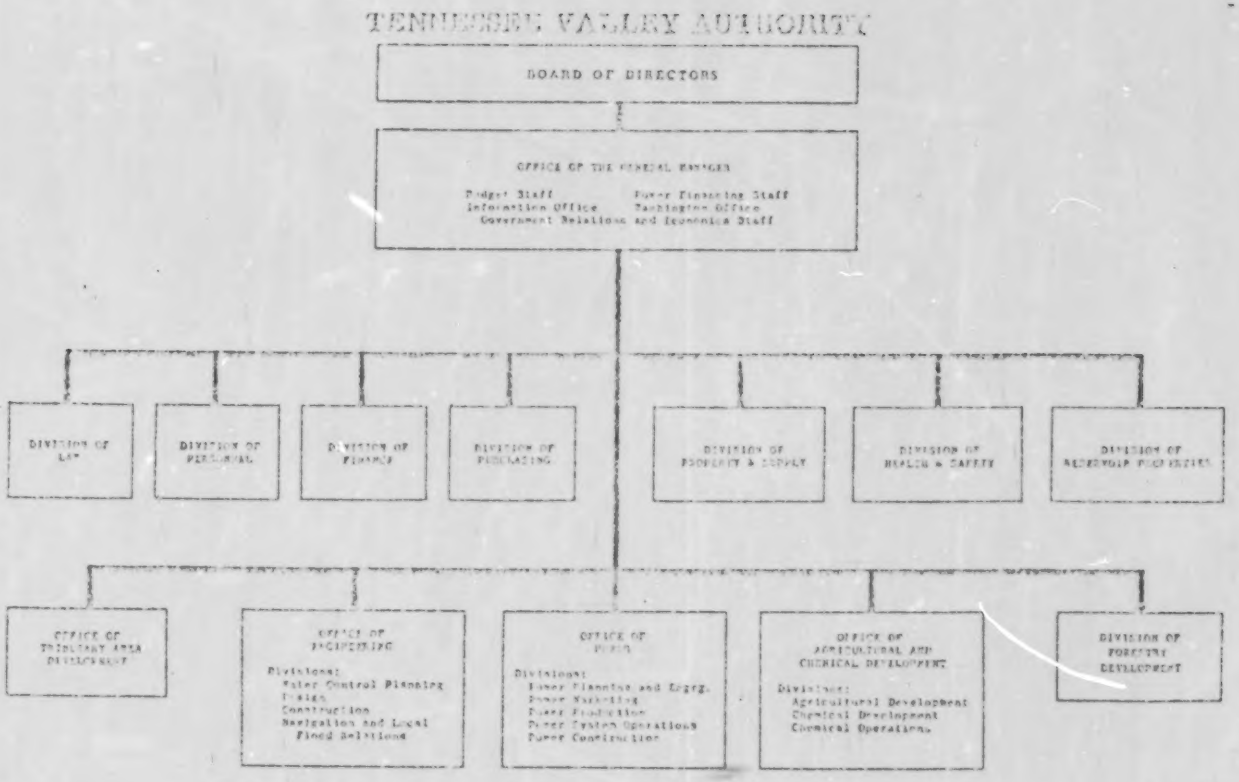
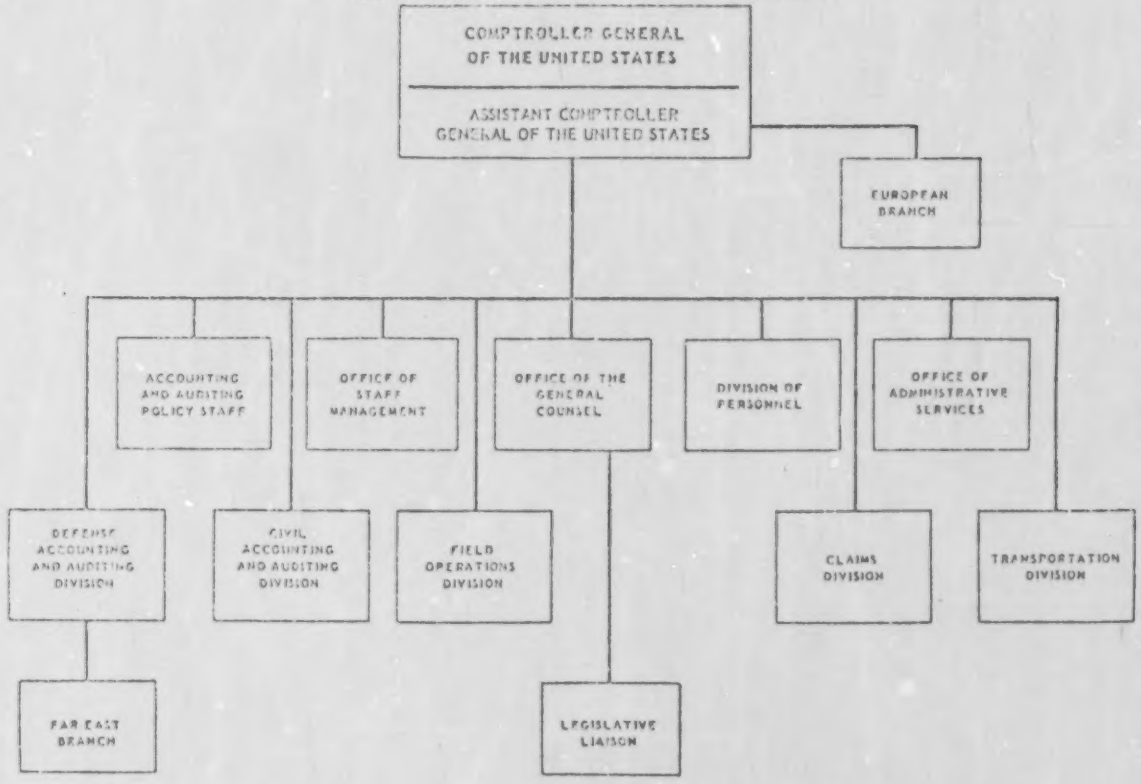


GENERAL ACCOUNTING OFFICE



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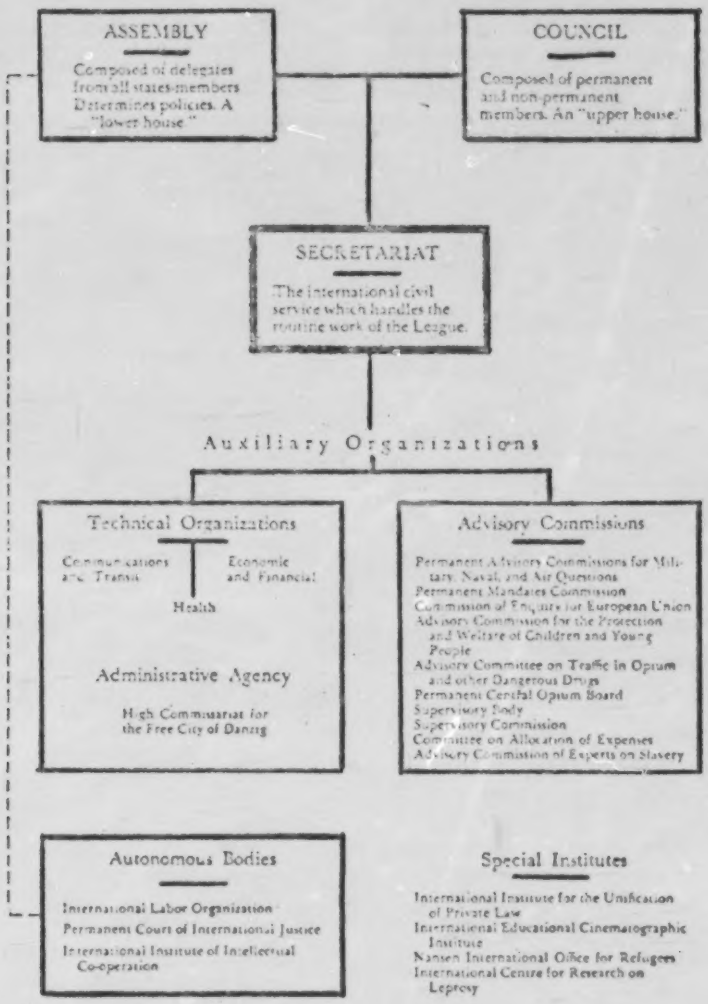
LEAGUE OF NATIONS



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TERRITORIAL SUBDIVISIONS OF FRANCE, GREAT BRITAIN, AND THE UNITED STATES

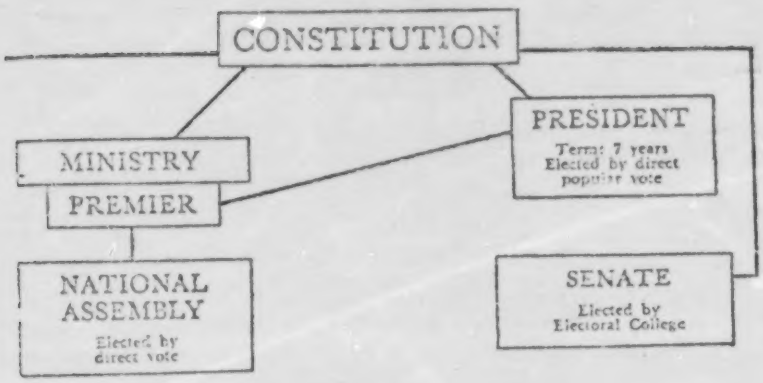
LOCAL GOV'T.	FRANCE	GREAT BRITAIN	UNITED STATES
			States (50)
FIRST TERRITORIAL SUBDIVISION FOR LOCAL GOVERNMENT	**Department** (90) Most important political and administrative subdivision.	**Historic County** (52) Important for political and judicial purposes.	
SECOND TERRITORIAL SUBDIVISION FOR LOCAL GOVERNMENT	**Arrondissement** (279) Of little administrative significance. Chiefly for electoral purposes.	**Administrative County** (62) 19th - century creation; of growing importance for administrative purposes.	**County (called a "parish" in Louisiana)** (over 3,000) With definite administrative importance everywhere except in New England.
THIRD TERRITORIAL SUBDIVISION FOR LOCAL GOVERNMENT	**Canton** (About 3,000) For judicial and electoral purposes only. Of an importance as a unit of local self-government. **Commune** (About 44,000) Both rural and urban. The most important basic unit of local self-government.	Rural district which in turn is divided into 643 Rural parishes. Urban (about 12,000) **County Borough**, boroughs large enough to be separate counties. Borough, urban units with corporate status. Urban district, 775 urban areas not yet elevated to borough status.	RURAL OR SEMI-RURAL Town Township Magisterial District Precinct The above are variously known depending on the part of the country where found. URBAN City County City Town; i.e., the incorporated town. Village Borough

Special Districts—These are found in all three countries. Their boundaries may coincide with those of other units, or may include two or more other units or parts of units.

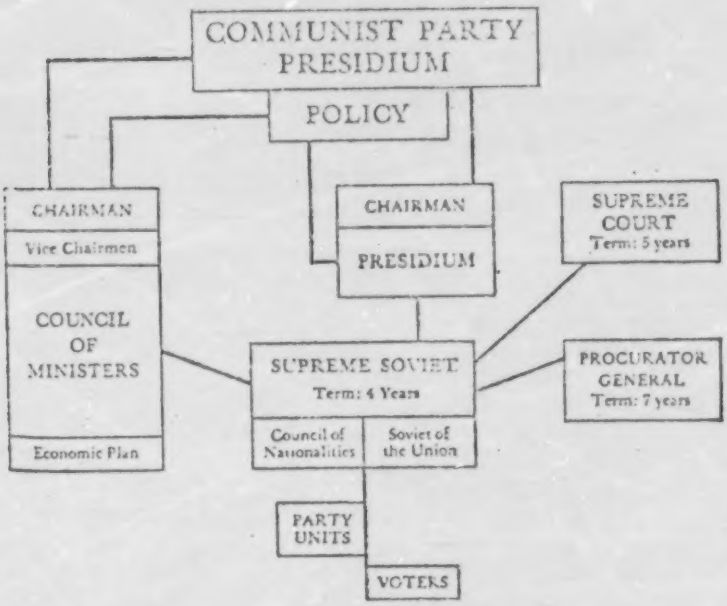
Common types of special districts are:

1. Drainage
2. Sanitation
3. Port Development
4. Irrigation
5. Highways
6. Schools
7. Public Utility
8. Parks
9. Public Welfare
10. Planning
11. Police
12. Public Works

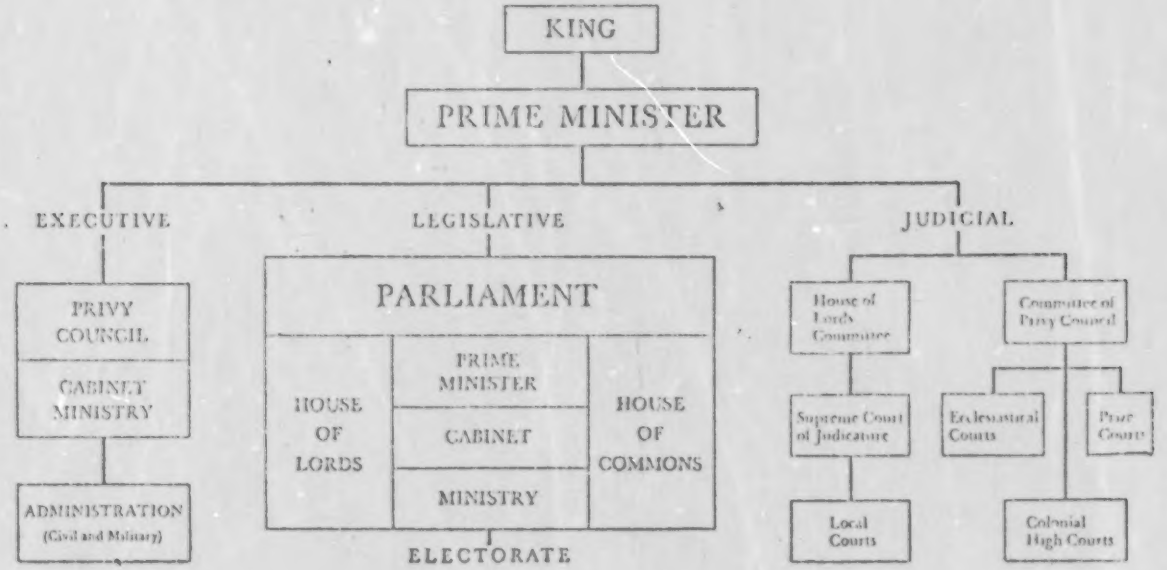
GOVERNMENT OF FRANCE



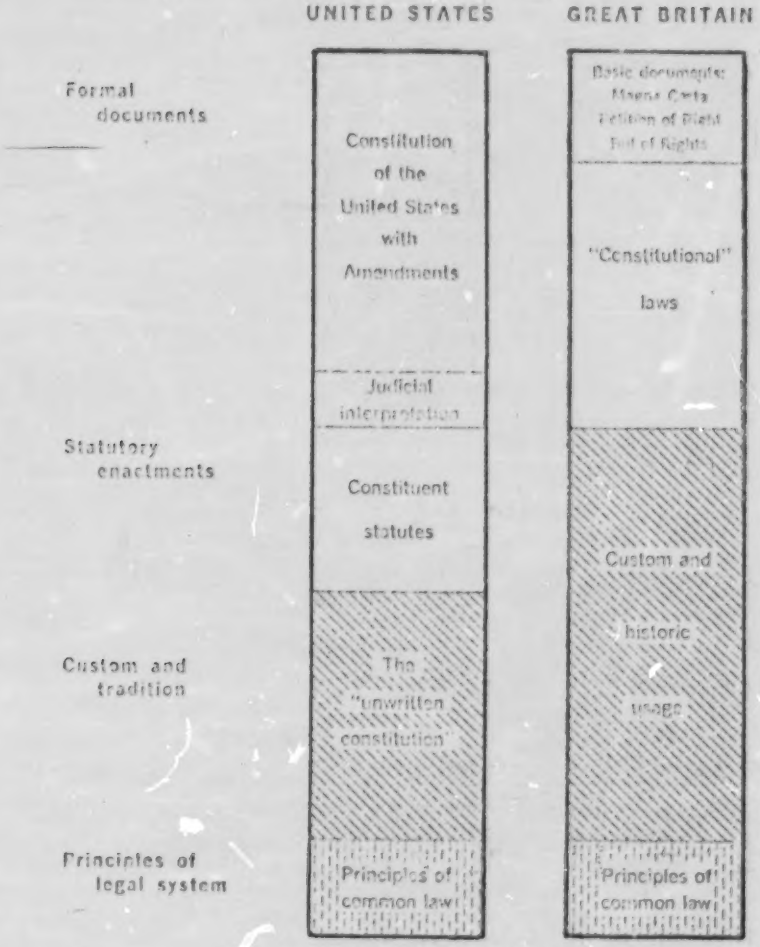
GOVERNMENT OF THE U.S.S.R.



GOVERNMENT OF GREAT BRITAIN



Working Constitutions



LEGISLATURE	EXECUTIVE	JUDICIARY
Non-legislative powers: constituent; electoral; judicial; executive; administrative; and investigative. Its legislative powers are: enumerated; implied; resultant; emergency; mandatory; permissive; exclusive; and concurrent.	Powers cover: law enforcement; military; appointment and removal; foreign affairs; pardon and reprieve; messages to Congress; veto; special sessions of Congress; budget; executive ordinances; contacts with political leaders.	Decides cases involving: the Constitution; federal laws: treaties; admiralty and maritime affairs; foreign representatives or nations; U.S. as a party; different states or citizens of different states.
Two senators from each of 50 states; house membership for each based on population as determined by Census Bureau. State designation of Congressional districts permits gerrymandering. Representative must be 25 yrs. or older, resident of his state, and U.S. citizen 7 yrs. or more. Each house judges election results and qualifications of its members. House term, 2 yrs.; Senate, 6 yrs. Senator must be 30 yrs. or older, resident of his state, U.S. citizen 9 yrs. or more; 17th Amendment provided for direct election by people instead of by state legislatures. In House, Speaker is majority leader; in Senate, U.S. Vice-Pres. presides. A bill is referred to 1 of 20 standing committees in House, to 1 of 16 in Senate; these are decisive for legislation.	White House Office has several Special Asst. to the President and various administrative and personal secretaries. Bureau of the Budget prepares and supervises budget; advises on work of all govt. agencies and on proposed legislation. Council of Economic Advisors advises Pres. on economic problems and policies, helps him prepare economic reports. National Security Council assists Pres. to execute programs, domestic and foreign, to safeguard national security. Office of Emergency Planning aids in mobilization of national resources for defense. Office of Science and Tech. Qualifications: Pres. and Vice-Pres.-35 yrs. or older, U.S. resident 14 yrs. or more, native-born citizen. Removal: only by impeachment.	U.S. Supreme Court (Chief Justice, 8 Assoc. Justices) judges original cases (1) affecting ambassadors, etc. and (2) involving a state; it judges all other cases of law and constitutionality which come to it on appeal or writ from state courts or are referred to it from lower federal courts, The 90 district courts (about 300 judges) render decisions which can be appealed to Circuit Courts (11 in 11 circuits). Circuit Court decisions are usually final unless Supreme Court intervenes, to decide a major constitutional or legal point. Special courts: U.S. Court of Claims (suits vs. U.S.); U.S. Court of Customs and Patent Appeals; U.S. Customs Court; Territorial Courts; Court of Military Appeals; Tax Court. Federal judges are nominated by Pres., confirmed by Senate. They can be removed only by impeachment.

THE U.S. CONSTITUTION
ratified by 9 states, June, 1788 (excluding N.Y. and Va.)

The Constitution has changed through 6 processed: (1) amendment; (2) passage of laws by Congress; (3) judicial interpretation; (4) influence of political parties; (5) influence of President; (6) changing customs. (See discussion of the 6 processes, below.)

The Constutution has 7 Articles and 24 Amendments (1-10), Bill of Rights)

Articles:

I. Legislative dept.: organization, powers, restraints
II. Executive dept.: powers, restraints, treason defined
III. Judicial dept.: powers, restraints, treason defined
IV. Powers of states. Relation of states and territories to federal government
V. Method of amending Constitution
VI. National debts; supremacy of Constitution, federal laws and treaties; pledge of officials; no religious test for public office
VII. Method for ratification

Amendment:

1-10: Bill of Rights. 11: Exemption of states from suit. 12: New method of electing President. 13: Slavery progibited. 14: Protection of citizen's rights (due process). 15: Right to vote. 16: Income tax. 17: Popular election of senators. 18: Prohibition. 19: Woman suffrage. 20: Abolition of lame duck session. 21: Repeal of 18th. 22: Limitation of President to 2 elective terms. 23: Wash., D.C., voting rights. 24: Poll tax prohibited in federal elections.

Passage of Laws by Congress:

Congress interprets broadly its duties stated or implied by the Constitution. E.g., it established the Civil Service System (1883) under Art.II Sec. 2 which gives Congress authority to vest the appointment of "such inferior officers . . . in the President alone, in the courts of law, or in the heads of depts." Laws regulating mfg., farming, and public utilities are other examples of broad interpretation.

Judicial Interpretation:

The courts have changed the interpretations to meet changing conditions. Thus, minimum wage laws and federal taxes on state employees were once invalid. Marbury v. Madison (1803) set precedent for court supremacy in interpretation.

Influence of Political Parties:

Political parties have modified the Constitution through method of electing President and pressure on Congress and President. Even minor parties have influenced interpretation by popularizing social reforms later espoused by the two major parties.

Influence of President:

The President has often applied his own interpretations of the Constitution, as in claiming right to send troops abroad to protect American property.

Changing Customs:

Changing customs have modified the Constitution, as in development of the President's Cabinet or legislative committees, or "senatorial courtesy" (whereby senator blocks appointment of objectionable nominee from his home state).

DECEPTIVE TRADE PRACTICES

The Consumer Credit Act contains a comprehensive listing of deceptive trade practices which are considered to be injurious to lawful trade and commerce, and to the borrower or buyer. Some of these are listed here:

a) passing off goods or services as those of another;
b) using deceptive representations or designations of geographic origin in connection with goods or services
c) representing that goods or services have sponsorship, approval, characteristics, ingredients, uses, benefits, or quantities that they do not have;
d) representing that goods are original or new if they are deteriorated, altered, reconditioned, reclaimed, or used;
e) representing that goods or services are of a particular standard, quality, or grade, or that goods are of a particular style or model, if they are of another;
f) disparaging the goods, services, or business of another by false or misleading representation of fact;
g) advertising goods or services with intent not to sell them as advertised;
h) advertising goods or services with intent not to supply reasonably expectable public demand, unless the advertisement discloses a limitation of quantity;
i) making false or misleading statements of fact concerning the reasons for, existence of, or amounts of price reductions; or
j) advertising of a liquidation sale, auction, or other sale fraudulently representing that the seller is going out of business.

Any violation reported in writing by a borrower, buyer, or any other person, or upon the Consumer Credit Commissioner's own investigation, allows the Commissioner to seek a restraining order.

The Truth in Lending Act has specific advertising regulations which must be followed if the advertisement is used to promote, aid, or assist extension of credit. They are basically as follows:

a) No advertisement can state a specific periodic consumer credit amount or installment amount arrangement or down payment requirement unless the creditor usually and customarily arranges such in those amounts.
b) No advertisement on open end credit (such as revolving charge accounts) can be made unless such advertisement clearly and conspicuously sets forth:
    1. The time period, if any, within which any credit extended may be repaid without incurring a finance charge;
    2. The method of determining the balance upon which a finance charge will be imposed;
    3. The method of determining the amount
    4. If periodic rates are charged, these rates must be expressed as annual percentage rates;
    5. Any other information the Federal Reserve Board may require for adequate comparison of credit costs.
c) No advertisement on other than open end credit can be made unless such advertisement sets forth:
    1. If the finance rate is stated, the rate must be expressed as an annual percentage rate.
    2. In the advertisement states the amount of down payment or the amount of any installment payment of the dollar amount of any finance charge, of the number of installments or period of repayment, then the advertisement must also state:
        a. Cash price or amount of loan;
        b. Down payment, if any;
        c. Number, amount, and sue dates or period or payments scheduled to repay the indebtedness;
        d. The tate of the finance charge expressed as an annual percentage rate.

GUIDELINES TO GOOD CREDIT

However, if the individual wishes to achieve the greatest possible benefit from his credit relationship, there are a few simple guidelines he should follow.

1) Do not borrow beyond your capacity. Although assistance as available from most credit sources, only you gave sufficient in formation to determine accurately your capacity. Should you over-extend, you run the risk of embarrassment, a diminishment of your ability to use credit, and upon default, the possibility of a lawsuit, repossession, and even bankruptcy.

2) Know what you are charged. An important part of the payments you will make is the cost of credit. Just as you would compare prices for any other service you buy, you should have complete knowledge of, and evaluate what these charges are, how they are computed, and the total amount.

3) Read your contract. Your contract not only tells you what your obligations are, but also what your rights are and is as legally binding on the lender as it is on the borrower. Common sense alone should dictate that an individual read and understand the commitments he makes in a contract.

4) Know your rights. It is important to know both your own rights and the lender's rights before either of you need to exercise them. Contractual rights must be in the contract and before signing a credit agreement, you should be sure they are included.

5) Deal honestly. This sort of guideline should not be needed. Morally, ethically, and legally satisfactory credit relations are based upon good faith of the parties concerned.

6) When in doubt, consult a lawyer. Whenever there is serious doubt as to the determination of your rights and liabilities, of as to the course of action you should follow, you should consult an attorney in order to protect your credit.

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125 East 56th Street
New York, New York 10022

50. Journal of the American Dietetic Association
620 North Michigan Avenue
Chicago, Illinois 60611

51. Journal of Wildlife Management
3900 Wisconsin Avenue, N.W.
Washington, D.C. 20016

52. Landscape Architecture
1500 Bardstown Road
Louisville, Kentucky 40205

53. Management Services
American Institute of Certified
Public Accountants
666 Fifth Avenue

54. Monthly Labor Review
Government Printing Office
Washington, D.C. 20402

55. National Business Women
2012 Massachusetts Avenue, N.W.
Washington, D.C. 20006

56. National Rural Letter Carrier
1750 Pennsylvania Avenue, N.W.
Washington, D.C. 20006

57. National Sheriff
714 Transportation Building
Washington, D.C. 20006

58. National Shorthand Reporter, The
1421 Courthouse
St. Paul, Minnesota 55102

PERIODICALS FOR CAREER INFORMATION

59. Nation's Schools, The
1050 Merchandise
Chicago, Illinois 60201

60. Nursing Outlook
10 Columbus Circle
New York, New York 10019

61. Office
1200 Summer Street
Stanford, Connecticut 06904

62. Personnel
135 West 50th Street
New York, New York 10020

63. Personnel Administration
National Press Building
Washington, D.C. 20004

64. Personnel Administrator
52 East Bridge Street
Berea, Ohio 44017

65. Police Chief, The
1319 Eighteenth Street, N.W.
Washington, D.C. 20036

66. Political Sciences
1527 New Hampshire Avenue, N.W.
Washington, D.C. 20036

67. Postal Record
100 Indiana Avenue, N.W.
Washington, D.C. 20001

68. Public Welfare
1313 East 60th Street
Chicago, Illinois 60637

69. Purchasing
205 East 42nd Street
New York, New York 10017

70. Purchasing Week
330 West 42nd Street
New York, New York 10017

71. Real Estate News
600 West Van Buren Street
Chicago, Illinois 60607

72. Sales Management
630 Third Avenue
New York, New York 10017

73. School Management
22 West Putman Avenue
Greenwich, Connecticut 06830

74. Secretary, The
1103 Grand Avenue
Kansas City, Missouri 64106

75. Social Work
2 Park Avenue
New York, New York 10016

76. Today's Secretary
330 West 42nd Street
New York, New York 10036

77. Union Postal Clerk and Postal Transportation Journal, The
817 Fourteenth Street, N.W.
Washington, D.C. 20005

78. Weatherwise
45 Beacon Street
Boston, Massachusetts 02108

PERIODICALS FOR CAREER INFORMATION

79. White Collar
1012 Fourteenth Street, N.W.
Washington, D.C. 20005

80. Woman CPA
American Woman's Society of Certified
Public Accountants
327 South La Salle Street
Chicago, Illinois 60604

81. World Health
2960 Broadway
New York, New York 10027

82. Writer, The
8 Arlington, Street
Boston, Massachusets 02116

83. Writer's Digest
22 East 12th Street
Cincinati, Ohio 45201

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AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR O B/W
Accountant	Cas.T.	Educational Progress Corp.		B/W
Accountant	Mag.T.	Brown and Associates		C
Accounting - A Guide to Decisions	Trans.	3-M Business Products		C
Age of Kennedy - The Presidency	16mm	McGraw-Hill Textfilms	52 min.	B/W
Alexis de Tocqueville: Democracy in America	FS	McGraw-Hill Textfilms		C
American Presidency, The	16mm	Screen News Digest	14 min.	C
Automobile in America, The	16mm	Screen News Digest	13 min.	B/W
Bank Clerk	Mag.T.	Brown and Associates		
Banker	Cas.T.	Educational Progress Corp.		B/W
Being Active in Government	FS	Curriculum Film Corp.		B/W
Bill of Rights in Action - Freedom of Speech	16mm	Bailey Film Associates	21 min.	C
Bill of Rights in Action - Story of a Trial	16mm	Bailey Film Associates	22 min.	C
Citizenship (series)	Rec/FS	Long Filmslide Service		C
Clerical Occupations	Mag.T.	Brown and Associates		
Colonial America in the Eighteenth Century	16mm	McGraw-Hill Textfilms	17 min.	C
Communism - What You Should Know About It and Why (series)	FS	McGraw-Hill Textfilms		C
Conserving Our Forests Today	16mm	Coronet Films	11 min.	C
Conserving Our Mineral Resources	16mm	Coronet Films	11 min.	C

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
Conserving Our Soil Today	16mm	Coronet Films	11 min.	C
Conserving Our Water Resources Today	16mm	Coronet Films	11 min.	C
Constitution - Guardian of Liberty	16mm	McGraw-Hill Textfilms	20 min.	C
Constitution: One Nation Indivisible, Part I and II	16mm	I-Q Films	60 min.	B/W
Constitution: With Liberty and Justice for All, Part I and II	16mm	I-Q Films	60 min.	B/W
Consumer Education Budgeting	16mm	Bialey Films, Inc.	12 min.	C
Consumer Education Installment Buying	16mm	Bailey Films, Inc.	13 min.	C
Defining Democracy	16mm	Encyclopedia Britannica Film	18 min.	B/W
Democracy - What You Should Know About it and Why (series)	FS	McGraw-Hill Textfilms		C
Democracy: Your Voice Can Be Heard	16mm	Coronet Films	18 1/2 min.	C
Dietitian	Cas.T.	Educational Progress Corp.		B/W
Dietitian	Mag.T.	Brown and Associates		
Economics: Its Elementary	16mm	Aims Instructional Media Services, Inc.	10 min.	C
Economist	Mag.T.	Brown and Associates		
Engineering	Mag.T.	Brown and Associates		
Executive Departments and Agnecies	FS	Encyclopedia Britannica Film		B/W

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR C B/W
Farmer: Feast or Famine, The	16mm	McGraw-Hill Textfilms	26 min.	B/W
Federal Bureau of Investigation	16mm	Mot Forum Educational	19 min.	B/W
Federal Bureau of Investigation Special Agents	Mag.T.	Brown and Associates		
Federal Civilian Government Workers, Part I and II	Mag.T.	Brown and Associates		
Federal Courts, The	FS	Encyclopedia Britannica Film		B/W
Federal Reserve System	16mm	Encyclopedia Britannica Film	20 min.	B/W
Fire Fighters	Mag.T.	Brown and Associates		
First Tuesday After The First Monday, The	16mm	Screen News Digest	14 min.	B/W
Focus on the Capitol	16mm	Screen News Digest	15 min.	C
Forester	Cas.T.	Educational Progress Corp.		B/W
Foresters	Mag.T.	Brown and Associates		
Forestry Aids	Mag.T.	Brown and Associates		
Freedom to Speak - People of New York vs. Irving Feiner	16mm	Encyclopedia Britannica Educational Corp.	23 min.	C
From Kitty Hawk to Jumbo Jet	16mm	Screen News Digest	15 min.	C
Government and Law	16mm	Moody	16 min.	C
Governor	16mm	McGraw-Hill Textfilms	29 min.	B/W
Great Rights, The	16mm	Bailey Film Associates	14 min.	C
Growth of American Foreign Policy	16mm	McGraw-Hill Textfilms	19 min.	B/W

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
Heritage U.S.A., Bill of Rights	Rec	Folkways Records: Service Corp.		
How a Bill Becomes a Law	16mm	Capitol	16 min.	B/W
How Government Helps the People	FS	Curriculum Film Corp.		B/W
How Laws Protect the Citizens	FS	Curriculum Film Corp.		B/W
How We Elect Our Representatives	16mm	Coronet Films	11 min.	C
I Have a Dream. . . . Life of Martin Luther King	16mm	Bailey Film Associates	35 min.	B/W
Interrogation and Counsel	16mm	Churchill Films	22 min.	C
Justice, Liberty and Law	16mm	Churchill Films	22 min.	C
Justice Thurgood Marshall	FS	Bailey Film Associates		C
Label Logic	16mm	Aims Instructional Media Services, Inc.	18 min.	C
Lawyer	Cas.T.	Educational Progress Corp.		
Lawyer	Mag.T.	Brown and Associates		
Licensed Practical Nurses	Mag.T.	Brown and Associates		
Living Constitution of the U.S.	16mm	Encyclopedia Britannica Film		B/W
Local Government	FS	Curriculum Film Corp.		B/W
Magna Carta, Part I and II	16mm	Encyclopedia Britannica Film		B/W
Mail Carriers	Mag.T.	Brown and Associates		

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR B/W
Managerial Occupations	Mag.T.	Brown and Associates		
Meteorologist	Mag.T.	Brown and Associates		
Military Obligation, Part I and II	FS	Educational Filmstrips		B/W
Military Personnel	Cas.T.	Educational Progress Corp.		
Minerals Challenge	16mm	U.S. Bureau of Mines	27 min.	C
Minister	Cas.T.	Educational Progress Corp.		
Municipal Government	FS	Encyclopedia Britannica Film		B/W
National Citizenship Test, Part I and II	16mm	McGraw-Hill Textfilms	50 min.	B/W
Network to Space	16mm	National Aeronautics and Space Administration	22 min.	C
Newspaper Reporter	Mag.T.	Brown and Associates		
Our City Government	16mm	Film Association of California	10 min.	C
Our Living Declaration of Independence	16mm	Coronet Films	16 min.	B/W
Our President	FS	McGraw-Hill Textfilms		B/W
Police and Police Protection	FS	Eye Gate House, Inc.		C
Political Scientists	Mag.T.	Brown and Associates		
Post Office and Postal Workers, The	FS	Eye Gate House, Inc.		C
Postal Clerks	Mag.T.	Brown and Associates		

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
Portrait of the Inner City	16mm	McGraw-Hill Textfilms	15 min.	B/W
Presidency - Crisis in Office, The	16mm	Universal Education and Visual Arts	17 min.	B/W
Protective Tariff vs. Free Trade	16mm	McGraw-Hill Textfilms	26 min.	B/W
Public Opinion	16mm	Encyclopedia Britannica Films	11 min.	B/W
Real Estate Salesman - Broker	Mag.T.	Brown and Associates		
Realtor	Cas.T.	Educational Progress Corp.		
Registered Nurse	Mag.T.	Brown and Associates		
Reporter	Cas.T.	Educational Progress Corp.		
Rules and Laws	16mm	Encyclopedia Britannica Films	15 min.	B/W
Search and Privacy	16mm	Churchill Films	22 min.	C
Secretary	Cas.T.	Educational Progress Corp.		
Securities Salesman	Mag.T.	Brown and Associates		
Social Service and the Social Worker	FS	Eye Gate House, Inc.		C
Social Worker	Cas.T.	Educational Progress Corp		
Social Workers	Mag.T.	Brown and Associates		
Speaker of the House	16mm	Journal	21 min.	B/W

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR C B/W
Speech and Protest	16mm	Churchill Films	22 min.	C
State Government	FS	Encyclopedia Britannica Film		B/W
State Police Officers	Mag.T.	Brown and Associates		
Stenographer - Secretary	Mag.T.	Brown and Associates		
Stockbroker	Cas.T.	Educational Progress Corp.		
Story of a Congressman, The	16mm	Sterling Educational Films	25 min.	B/W
Story of a Writer, The	16mm	Sterling Educational Films	25 min.	B/W
Supreme Court, The	16mm	McGraw-Hill Textfilms	10 min.	B/W
T-Men of the Treasury Department	16mm	Mot Forum Education	18 min.	B/W
Technical Writers	Mag.T.	Brown and Associates		
Teller	Mag.T.	Brown and Associates		
Tennessee and Its Natural Resources	16mm	United States Army	23 min.	C
Tomorrow's Government Today	16mm	International Film Bureau	27 min.	C
True Story of an Election	16mm	Churchill Films	30 min.	C
Types of Engineering	Mag.T.	Brown and Associates		
Typist	Mag.T.	Brown and Associates		
United Nations, The	FS	Curriculum Film Corp.		

AUDIO-VISUAL SOURCE INFORMATION

TITLE	TYPE	SOURCE	TIME	COLOR OR B/W
Washington, D.C., Capitol City USA	16mm	Encyclopedia Britannica Film	26 min.	C
Welfare, The	16mm	University of California (Berkely)	17 min.	B/W
White House: Past and Present	16mm	Coronet Films	13 1/2 min.	C
White House Story: Part I and II	16mm	McGraw-Hill Textfilms	56 min.	B/W
Why We Pay Taxes Accounting: A Guide	FS	McGraw-Hill Book Co.		B/W
Why We Respect the Law	16mm	Coronet Films	13 min.	B/W
Woman Get the Vote	16mm	McGraw-Hill Textfilms	27 min.	B/W
Yellow Stone: Our First National Park	16mm	Bailey Films, Inc.	15 min.	C
Young Citizens Look at Politics	FS	McGraw-Hill Book Co.		B/W
Your Future as a Newspaper Reporter	Mag.T.	Guidance Associates		
Your Future in the Postal Service	Mag.T.	Guidance Associates		
Youth Beware - Shoplifting is a Crime	16mm	COM Juevnile Deliquency	10 min.	C

Key

FS ---------- Filmstrip
Mag.T. ---------- Magnetic Tape
16mm ---------- 16mm film
Trans. ---------- Transparencies
Cas.T. ---------- Cassette Tape
Rec/FS ---------- Record with Filmstrip
Rec ---------- Record